



PIONEERS AND PATRIOTS OF AMERICA FURLONG



Grade 5

ASSUMPTION ACADEMY

P. O. Box 885

NORFOLK, NEBR. 68701



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RAISING THE FIRST AMERICAN FLAG

Betsy Ross, who made this flag, and members of Congress are looking on.

A FIRST BOOK IN AMERICAN HISTORY

PIONEERS *and* PATRIOTS
of
AMERICA

BY

REV. PHILIP J. FURLONG, PH.D.

PROFESSOR OF HISTORY, CATHEDRAL COLLEGE
NEW YORK CITY

FOREWORD BY

THE RT. REV. MGR. JOSEPH F. SMITH

SUPERINTENDENT OF SCHOOLS
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WILLIAM H. SADLIER
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To
MY FATHER

ACKNOWLEDGMENT

The publisher wishes to express his gratitude to the Yale University Press for permission to use illustrations from the historical photoplays "The Chronicles of America." The scenes which these pictures reproduce with faithful historical exactitude are the result of scholarly research and untiring effort under the supervision and control of the Council's Committee of Yale University.

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The thanks of the publisher are also expressed to Messrs. Henry Holt & Co., Swift & Co., S. M. Arthur, Kennedy & Co., New York, Paul Wenzel, B. F. Williamson, Hon. A. S. Doughty, Miss Violet Oakley, the University of Notre Dame, Crane Co., Hotel Raleigh, Washington, D. C., Museum of the American Indian, New York, Smithsonian Institute, Maryland Historical Society, Title Guarantee & Trust Co., New York, Glens Falls Insurance Co., Singer Manufacturing Co., the Marquette Building, Chicago, Illinois, Metropolitan Museum of Art, New York, New York Public Library, International Harvester Co., Philadelphia Commercial Museum, National Shawmut Bank of Boston, Hudson River Day Line, New York Central Railroad, Western Union Telegraph Co., Prudential Life Insurance Co., Atchison, Topeka and Santa Fé Railroad, International Newsreel Co., William Fox Studios, New York Telephone Co., Radio Corporation of America, United States Air Mail Service, Standard Oil Co., for their generous aid in the illustrating of this book.

FOREWORD

He who prepares a text-book for children embarks on a holy mission: the teacher who strives to portray for pupils the heroic deeds of the pioneers and founders of their country, performs an act of real patriotism.

Father Furlong, the author of this book for children of the lower grades, has for the second time merited the gratitude of pupils, teachers, his country, and his religion.

In preparing this interesting text-book of American History, he has followed chiefly, though not exclusively, the biographical method. He has selected pioneers and patriots whose lives and deeds have a universal appeal and who are representative of their time and place in our country's history, but he is not unmindful of the fact, also adequately presented, that our national greatness is due primarily to the energy, courage and idealism of all our people.

The author of such a text-book is confronted at the outset by the fact that nearly all the early discoverers and explorers and a number of the original settlers of America were Catholics. This point is nearly always submerged or obscured. The more overwhelming the fact, the greater desire there is, it would seem, to pass

it over in silence. For this reason we believe that a Catholic is best equipped to write his country's history. His co-religionists have been so often deprived of their well merited laurels that he is most careful not to rob others of their proper setting in his country's diadem. He does not forget that in the "making of America" religious men for centuries played a conspicuous part and that up to a comparatively recent period, all our schools were pre-eminently religious ones.

Each familiar person obtains fair historical treatment. Greater emphasis than usual is placed upon the biography of Father Isaac Jogues, recently beatified, of Commodore John Barry, the Father of the American Navy, of Archbishop Carroll, who went with Franklin to seek the aid of Canada in the Revolutionary War, and of Dr. John McLoughlin, the peace-maker and Father of Oregon, and many others, because little or no mention is made of them in other histories.

In this, as in his former text-book, Dr. Furlong clothes a most engaging story in simple, understandable language, and illuminates it with many illustrations that are at once artistic and appropriate, while the practical suggestions and questions at the end of each chapter cannot fail to enthuse and stimulate pupils and make easy the arduous task of the teacher.

RT. REV. MGR. JOSEPH F. SMITH,
Superintendent of Catholic Schools,
Archdiocese of New York.

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AUTHOR'S NOTE

Modern method in history teaching is founded upon the understanding of the interests and capabilities of children. That the children of the intermediate grades can best assimilate historical material of certain kinds is, of course, well known and that it is the duty of the text-book writer to adapt his material to the requirements of the children for whom the text has been written is obvious. The author has tried to keep these principles before him at all times both in the selection of historical material and in the method of treatment. Since experience has taught that multiplicity of dates, names, and events bewilders children and robs them of the pleasure that should come from the study of history, in *PIONEERS AND PATRIOTS OF AMERICA* an attempt has been made to avoid this multiplicity.

The author expresses his deep obligations to the many teachers from whom he has received much valuable assistance in the preparation of the text. The format of the book has had the painstaking scrutiny of Dr. Thomas D. Wood, Teachers College, Columbia University.

PIONEERS *and* PATRIOTS
of
AMERICA

PIONEERS AND PATRIOTS OF AMERICA

CHAPTER I

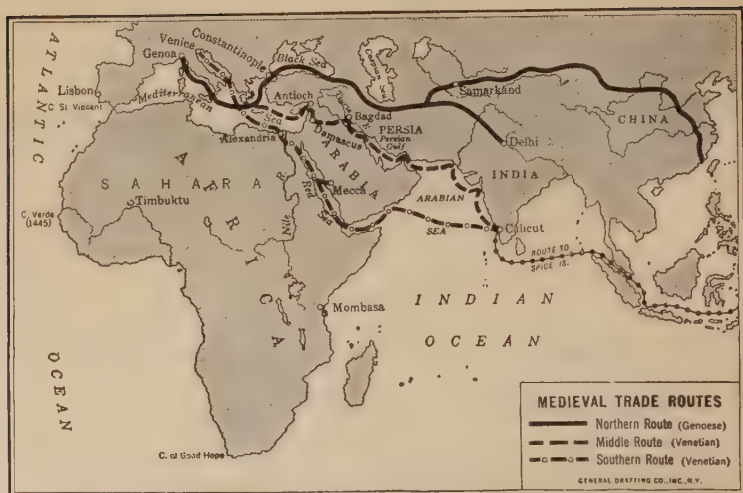
THE WORLD FIVE HUNDRED YEARS AGO

October 12, 1492. The *Santa Maria*, a little ship bearing the name of the Mother of God, sailed from Spain out upon an unknown sea. Christopher Columbus, her commander, was in search of an all-water route to India. He did not find this route to India; instead he discovered the New World. This great event marks the beginning of American History.

Our Starting Point. How did it happen that a new world was discovered by Christopher Columbus? The answer to this question is part of the fascinating story of our country. To understand the matter properly we must learn something about conditions in Europe five hundred years ago.

TRADE AND TRADE ROUTES

Trade with the East. Five hundred years ago the Mediterranean Sea was dotted with the sails of ships engaged in trade in Eastern goods. The ships carried



cargoes of great value, spices, silks, fine rugs, and caskets of precious stones. From India, China, and other far-off lands came these articles. They had been transported overland on the backs of camels and donkeys, in large companies called caravans. When a caravan reached the seaport its rich freight was placed aboard the trading vessels. The banners on the trading ships showed that they belonged to the merchants of Genoa and of Venice. In those days Genoa and Venice were great trading centers.

The Profits of Trade. The sale of the cargoes carried in the holds of the trading ships netted huge profits. The Italian traders had many customers in the cities of Europe who wanted the products of the East. Eastern products were in such demand that big prices were willingly paid for them.

Eastern Goods. For many reasons, Eastern goods found a ready market in Europe. Spices, for instance, were wanted as they could be used both to flavor food and to preserve it. People of means liked



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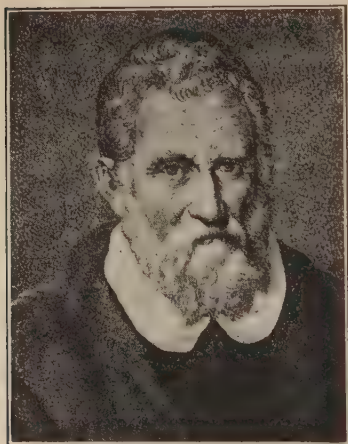
GOODS FROM THE EAST

Name the articles from the East shown in the picture

to wear silk as silk was fashionable. The beautiful carpets from the East made rich floor covering. Jewels were always attractive to the ladies and even the men liked to wear them. Perhaps, too, Eastern goods were popular because it was the style to have articles that were "imported."

Tales of the Travelers. Besides the interest people had in Eastern goods there was great curiosity con-

cerning the countries of Asia. Many saw in the countries of Asia an opportunity for missionary work be-



MARCO POLO

The great traveler of the
Middle Ages

cause most of the people in Asia were pagans. Travelers who returned from the East had great tales to tell. The stories of one famous traveler, Marco Polo, were repeated over and over.

Marco Polo. Marco Polo belonged to a rich family of traders who lived in Venice. When he was only seventeen his father and his uncle took him on a trip to China. What a wonderful trip this was for young Marco. The party

left Venice for Constantinople, then traveled across Persia, and at length arrived in China. Here they met the ruler, Kublai Khan, who was very kind to them. Marco Polo's father and uncle were able to collect many precious stones and to make arrangements for trading. Young Marco Polo was given special missions to perform for the ruler himself. Meantime he made note of all the wonderful things he saw.

The Return. After twenty-four years spent in the East the little party returned to Venice. They were so changed in appearance that nobody recognized

them. But when they showed the treasures which they had brought back there was great excitement.

A Captive in Genoa. Later Marco Polo fought for his city in a war against Genoa. Marco Polo was taken prisoner during the war and thrown into a dungeon. Here he spent his time telling a fellow prisoner about



From an old French manuscript A.D. 1345

MARCO POLO IN CATHAY

his travels. The fellow prisoner wrote the stories as Marco Polo told them.

Marco Polo's Stories. Polo's book gives a wonderful account of his Eastern travels. It tells of rivers spanned by marble bridges. It describes a land where precious stones were so abundant that they could be collected almost without trouble. In these wonderful lands the rich wore garments studded with glittering gems. Polo's tale described houses where gold and silver were used to ornament the walls.

Marco Polo's Book. About one hundred and fifty years after Polo's death printing with movable type was invented. Polo's book was then printed and read with great eagerness. His account of the wonders of the East was studied by scholars and adventurers alike. Thus in the time of Columbus, Marco Polo's book was being talked about, for the interest in the East was growing.

Interest in the East. About the time Columbus was born (1451) trade with the East had become enormous. The merchants could scarcely fill the orders they received. The city of Genoa was becoming a city of palaces because of the wealth gained in trading. Then a calamity occurred.

The Fall of Constantinople (1453). Constantinople, which was one of the main trade routes, was captured by the Turks. The Turks, a warlike people, were Mohammedans in faith. They hated the Christians and interfered seriously with trade between East and West.

The Decline of Genoa. For Genoa, especially, the capture of Constantinople was a great disaster. The Genoese trade route to the East was by way of Constantinople and the Black Sea. Genoese traders owned valuable storehouses in Constantinople. There they had their own docks. Thus the traders had invested large sums of money in Constantinople which were lost when the Turks captured the city.

The Result of Turkish Success. The merchants of Europe were alarmed when they saw the true state of

affairs. They faced a serious situation, for it was evident that the Turks would make trading dangerous if not impossible. The great problem was to find a new all-water route to the East. Where should they look?

THE PROBLEM OF THE AGE

The Great Question. The problem of finding a new all-water route to the East was an exceedingly difficult one. An examination of the maps of those days will show why the question of an all-water route was so hard to solve.



The Maps of 1450. The maps of the world made about the year 1450 showed Europe and Asia, but only the northern part of Africa. How far a mariner could



THE VOYAGES OF DIAZ AND DA GAMA

sail along the coast of Africa no one knew. No one even suspected the existence of an American continent.

A Forgotten Voyage. However, about the year 1000 a band of Vikings or Norsemen from northern Europe had reached America. They remained for a short time on the New England coast or thereabouts, and called the place Vinland. This little band of seafarers was led by Lief Ericson. Lief had become a Catholic in Norway and had brought priests to Iceland and Green-

land. However, his voyage to America was never widely known and had long since been forgotten.

The Portuguese Mariners. Portugal was a land where many bold seamen lived. The Portuguese began to search for a route to India by sailing around Africa. At first they knew nothing of the size of Africa nor did they know whether a ship could sail around it. However, they meant to find out.

Portuguese Successes. The Portuguese made their first attempts timidly, being careful always to keep in sight of land. In the year 1486 the brave Diaz succeeded in sailing south as far as the Cape of Good Hope. Ten years later Vasco Da Gama, another Portuguese mariner, actually reached India over this route around Africa. In the meantime a great navigator had discovered something more important than a new way to India. This navigator, Christopher Columbus, looking for an all-water route to the East, discovered a New World. His story is one of the greatest tales history has to relate.

FACTS TO KEEP IN MIND

1. Five hundred years ago the merchants of Europe imported from Asia spices, silks, precious stones, rugs, and perfumes, worth vast sums of money.

2. The people of Europe were very much interested in the East not only because of its products, but also because they wished to see those who lived in the East made Christians.

3. The book of a famous traveler, Marco Polo, told of the wonders of the East and made many people anxious to see India and China.

4. When the Turks captured Constantinople and began to interfere with trade the merchants realized that a new route to the East must be found.

5. The search for an all-water route to the East led to the discovery of America.

PROJECTS, PROBLEMS, AND POINTS FOR DISCUSSION

1. Compare the articles imported to-day by the United States from the East with articles imported by Europe from the East in the Middle Ages.

2. After his return to Venice, Marco Polo was called Mr. Million. Do you think this title a good one? Why?

3. Many people in the Middle Ages were interested in converting the pagans of Asia. To-day, too, people are interested in foreign missions. Where are some of these missions located?

4. Keep a loose leaf note book. Head one page IMPORTANT DATES, another IMPORTANT EVENTS, another IMPORTANT PEOPLE. Keep lists and compare your lists with the lists made by the other pupils in your class.

5. Get a loose leaf scrap book. Arrange pictures in such way that you may rearrange them later when you have more material.

CHAPTER II

THE DISCOVERY OF AMERICA

A Wool-Worker of Genoa. About the time the Turks captured Constantinople there lived in Genoa a poor man who made a living preparing wool for the weavers. Little is known about this man, but his son, Christopher Columbus, has a very important place in history.

CHRISTOPHER COLUMBUS

The Boyhood of Columbus. There is little to tell of Columbus's boyhood. Very likely he was deeply interested in ships. We may believe that he spent much of his time playing about the docks of Genoa. Many strange sights were to be seen there. Sailors from many lands manned the ships that came into Genoa's fine harbor. They had strange things to sell and thrilling tales to relate. No doubt Columbus often heard about the riches and wonders of Cathay, as China was called. There must have been stories of exciting sea fights with the Turks and the oft-expressed wish that a new way to the East could be found.

School Days. According to tradition, Columbus was sent to the University of Pavia. Here he studied

mathematics, Latin, astronomy, and geography. He liked geography especially. Possibly at this time he saw the statement in his geography: "Between the end of Spain and the beginning of India the sea is small and navigable in a few days." Columbus must have thought often of the meaning of this statement.



THE BOY COLUMBUS
The boy who loved the
sea and ships.

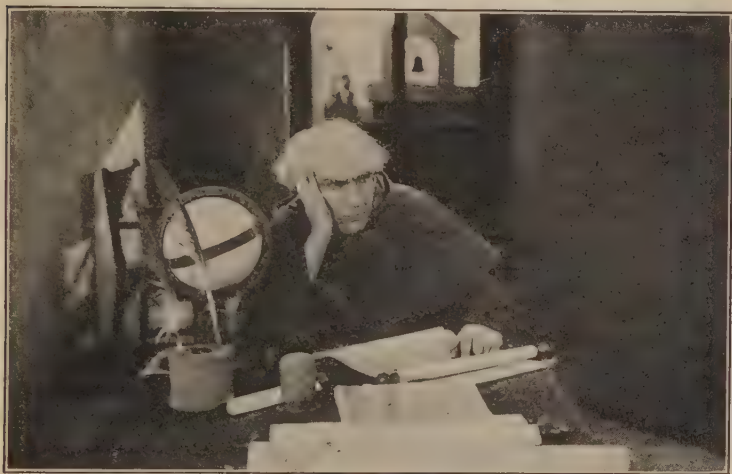
The Young Sailor. After completing his education Columbus became a sailor, for his mind was on the sea and ships. He took part in several voyages on the Mediterranean Sea. Meantime a plan was forming in his mind that was to become the ruling interest of his life.

The Great Plan. Columbus had formed a plan to reach the Indies by sailing west. To carry out this plan Columbus needed money, men, and ships. Before he could get this needed help he must prove to some patron that his plan was really practical. He must find a patron.

Columbus and the King of Portugal. Columbus knew that the King of Portugal was interested in finding a route to the East. Columbus, therefore, sought aid of the king, believing that he would certainly help him. The king seemed to think well of Colum-

bus's plan and promised to get ships for him. But the king did not keep his promise. He deceived Columbus cruelly. Columbus then decided to seek assistance in Spain.

Columbus in Spain. Columbus reached Spain when King Ferdinand and Queen Isabella were very busy



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FATHER PEREZ

What does Father Perez seem to be studying?

with affairs of the kingdom. They did not have time to listen to a man whom so many people called a dreamer. Columbus was told that he might get help at some future time. He must be patient and wait.

Father Perez. Near the seaport of Palos there was a Franciscan monastery. Father Perez was the prior at this monastery. He was a very learned man and one in whom the Spanish rulers had great confidence.

He knew about Columbus's plan for reaching India, and believed that it was a practical one. Father Perez worked to the best of his ability to get assistance from Queen Isabella. He finally succeeded,



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COLUMBUS BEFORE ISABELLA

What reasons is Columbus giving in order to enlist the help of Queen Isabella?

with the result that the queen promised Columbus the needed money, men, and ships. Overjoyed, Columbus set to work to prepare for his great voyage.

Preparations for the Voyage. To make the voyage, ships had to be procured. Columbus secured three—the *Santa Maria*, which was to be the flagship, the

Pinta, and the little *Nina*. The *Santa Maria* was the largest of the three ships; her decks were covered and she had a tiny cabin. The other two vessels were even smaller and without covered decks. They were in charge of two capable mariners, the Pinzon brothers. The three ships were moored in the harbor of Palos awaiting the selection of sailors to man them.

The Crews. Columbus had some difficulty getting a crew. The hardiest sailors grew frightened at the very thought of such voyage as Columbus proposed to take. The prisoners in the jail at Palos were promised freedom if they would go with Columbus. Fortunately the Pinzon brothers who were people of consequence in Palos were able to persuade enough capable sailors to sail on the smaller ships which they were to command. But not a man from Palos would sail on Columbus's ship. The crew for the *Santa Maria* was composed of men from different places and even included a sailor from Ireland.

THE GREAT VOYAGE

The Day of the Departure. The day for the departure of the ships was a sad one in Palos. Tearful good-byes were said. Many of those who came to see the ships leave never expected to see them return. Columbus and his men went to Mass and Communion. His good friend, Father Perez, blessed him and asked God to watch over the enterprise.

The Commander. What feelings must have filled Columbus's heart as he watched the final preparations. For nearly twenty years he had struggled and suffered that he might get the opportunity to make this voyage. Now the day had arrived. Columbus had high hopes for the good that would come of this



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THE DEPARTURE OF COLMUBUS

The great admiral leaving Spain, as he believed, to visit the princes of the East "that they might be converted to our holy Faith."

voyage. He saw in it not only a chance to secure the rich trade of the East but also an opportunity to win souls for Christ. Columbus was interested in foreign missions. He knew he was going to lands where Christ was unknown. It was his hope that he might carry the knowledge of the true Faith to those who did not have it.

The Beginning of the Voyage. Early in the morning of August 3, 1492, Columbus gave the command to proceed "In the name of Christ." So began the most important voyage in history. The wind filled the



THE SHIPS OF COLUMBUS

"What if the wise men, as far back as Ptolemy
Judged that the earth, like an orange, was round,
None of them ever said, come along, follow me,
Sail to the West and the East will be found."

sails and gradually the little ships moved away from land. The breeze caught them, driving the vessels onward until land was lost to sight. Soon the sailors could see only sky and water. After sailing steadily for five days the rudder of the *Pinta* began to give trouble. The fleet stopped at the Canary Islands to repair the damage.

The Halt at the Canaries. At this stopping place the faulty rudder of the *Pinta* was repaired. There

was a reason for this ship's bad performance. When the men were repairing the *Pinta* at Palos some of them had tampered with the rudder so that it would get out of order. They hoped in this way to make it impossible for the *Pinta's* crew to take part in the expedition. The damage was not serious, however, and the rudder was repaired. After taking on supplies of wood, water, and fresh meat, the voyage to the west was resumed.

The Great Ocean. The great Atlantic was before them. Soon the Canary Islands were lost to sight. The sailors had never been in this part of the Atlantic before. They were frightened: the ships seemed so small and the ocean so vast. But the sea was quiet and the wind fair.

The Long Days at Sea. Day after day they sailed. Each day's sailing carried them farther from home. One fear after another came to torment them. The broken mast of a ship was seen floating in the water. A ship had been wrecked, thought the sailors. The needle on the compass began to swerve. This was indeed a bad sign; they would lose their way. Then the fleet sailed into a part of the sea filled with seaweed. This they thought indicated shallow water and dangerous hidden rocks. The wind became fresher. It blew them on toward the setting sun—another cause for dread. How, thought the crew, could they ever get back to Spain against this wind? Columbus cheered his men by pointing to flocks of birds which now appeared. He also called their at-

tention to the branch of a tree floating on the water. The sailors began to feel encouraged. Then the glad cry of "Land!" was raised. But it was a mistake. Pinzon had mistaken a cloud bank for land. This was



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THE GREAT ADMIRAL

"He gained a world; he gave that world
Its grandest lesson: On! Sail on."

a big disappointment. The sailors were becoming desperate.

The Anxious Time. On October 10, the crews were in an ugly mood. Some of them, it is said, were planning to mutiny. Columbus was still brave and confident that all would be well. He pacified his men by promising them that they should see land soon—perhaps on the next day.

THE DISCOVERY OF THE NEW WORLD

"Land!" Upon the following day the sailors worked more cheerfully. Every little while they would pause in their tasks to look ahead with straining eyes for some sign of land. Night fell and the excitement increased. Columbus, searching the horizon, saw a light far ahead. The hours of the night wore on. At



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THE LANDING OF COLUMBUS

"To the first island I discovered, I gave the name San Salvador, in commemoration of His Divine Majesty, Who has wonderfully granted all this."

two o'clock on the morning of October 12, 1492, the joyful cry, "Land!" burst forth. Christopher Columbus had reached the New World.

San Salvador. At daybreak, Columbus was ready to go to shore. He was clothed in a suit of scarlet

velvet. At his side hung a beautiful sword. His crew and the crews of the other vessels followed. Columbus stepped upon the shores of the New World bearing in his hand the flag of the Spanish rulers who had sent him on this most important voyage. The Pinzon brothers carried the flag of the expedition. When all had landed the whole party knelt down to thank God. Bowing low, Columbus kissed the earth, then rising took possession of all the lands he had discovered in the name of the King and Queen of Spain. In gratitude to God for his safe journey he called the place for the Saviour of Mankind, San Salvador, which means Holy Saviour.

The New Islands. The land which Columbus had reached proved to be an island, probably one of the Bahamas. Columbus began to explore it and the waters nearby. He came upon a large island, the sight of which made him very happy. He was now sure that he had reached the East. It was, however, the island of Cuba.

The Indians. The inhabitants of these islands puzzled Columbus. The people of the islands had copper-colored skin. They wore little clothing. Painting was their chief method of making themselves beautiful. Columbus, certain that he had reached the Indies, called the inhabitants *Indians*.

The Stay in the New World. The stay in the New World must have been somewhat disappointing to Columbus. He had been picturing the East as a place of rich cities, where it would be easy to collect

gold, precious stones, gorgeous silks, and fine rugs. This land he was exploring did not have such things. Some gold was collected and a few pearls, but nothing else of great value.

The Wreck of the "Santa Maria." Another cause for anxiety was the wrecking of the *Santa Maria* so that it could not be made seaworthy again. In spite of all these troubles Columbus was not discouraged. He decided to return to Spain to report his discovery.

Homeward Bound. The trip back to Spain was not pleasant. The fleet encountered two storms on the way. But all that was forgotten when they arrived on a spring afternoon in the harbor of Palos. There was great excitement in the town. People ran out of their houses and down to the wharves. As many as were allowed to do so, clambered aboard the vessels to see the wonders Columbus had brought back. The whole town gave "thanks to our Lord for so great favor and victory."

Columbus's Reception. Columbus started for Barcelona where the king and queen were staying. The journey was full of pleasant memories for Columbus. In every town through which he passed people came out to see him and the Indians he had brought with him. When he arrived at the gates of Barcelona he was met by the chief men of the town. They escorted him to the royal palace. Columbus entered the room where the king and queen were seated under a canopy of cloth of gold. They bade him sit beside them and

tell his wonderful tale. Meantime the wonders from the New World were put on display.

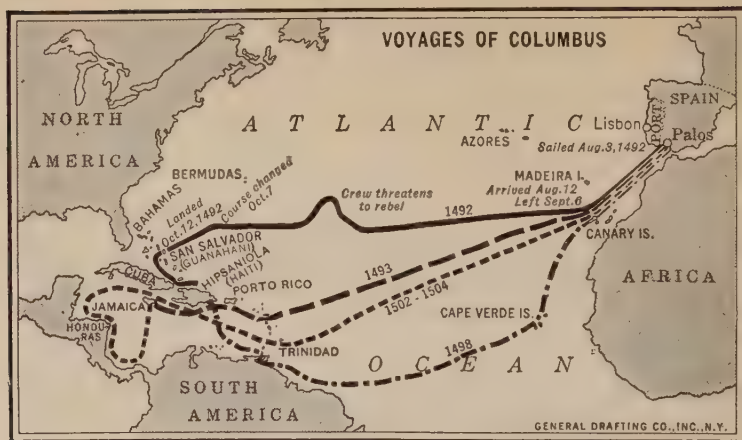
Treasures from the New World. The articles he brought back were the center of interest. There were leaves and branches of trees, probably thought to be



RECEPTION OF COLUMBUS

Columbus said of his voyage: "The eternal and almighty God, our Lord, it is Who gives . . . victory over things apparently impossible."

good as medicines. There were curious reeds, great gourds, cotton, and fruits. A number of stuffed birds of the most beautiful plumage and forty live parrots all chattering were put on display. Columbus was able to show only a few gold ornaments and pearls



THE VOYAGES OF COLUMBUS

instead of the abundance of treasures he had expected to bring back. How thrilling must have been his story! At the end of it the king and queen knelt down to give thanks to God for the success of the voyage. As Columbus left the room everyone stood as a mark of respect.

The Later Voyages. The Spanish rulers were eager to learn more about the lands touched by Columbus. They wished also to begin trading at once with the "gorgeous East." A second voyage was planned. Columbus returned to the New World prepared to begin trading, as he thought, with the Indies. Arriving in the New World he set about exploring and trading with the Indians. He collected some gold but not a great deal. After a stay of over two years, he returned to Spain.

The Supposed Failure. The welcome this time was nothing like the first. None could understand why he did not bring back what was most wanted—gold. Neither did he bring back silks and spices. The people were disappointed. His enemies began to make fun of him, calling him “Admiral of the Mosquito Land.”



Courtesy University of Notre Dame

DEATH OF COLUMBUS

Still, his friend Queen Isabella did not give up her belief in him. She firmly believed he would yet get for Spain the rich trade of the Indies.

The Last Years of Columbus. Twice again Columbus returned to the land he had discovered, making

four voyages in all. No gold was found. Each time he met with disappointment. Then his kind friend, Queen Isabella, died. Columbus was considered a failure and so he was neglected. He died in a poor lodging house. Columbus failed to find the Indies. In searching for them, however, he found something far greater—the New World. Looking for the land of gold, he discovered the land of opportunity. Christopher Columbus is the first great name in the story of the Pioneers and Patriots of America.

FACTS TO KEEP IN MIND

1. Christopher Columbus believed he could reach the East by sailing west.
2. King Ferdinand and Queen Isabella of Spain sent him on a voyage to find this new route.
3. Columbus discovered America on October 12, 1492. He touched the Bahamas, Haiti, and Cuba.
4. Columbus made three other voyages to America.
5. As a result of Columbus's discoveries people from Spain and from other countries in Europe came to America.

PROJECTS, PROBLEMS, AND POINTS FOR DISCUSSION

1. Try to write in five sentences the history of Columbus.
2. Plan a history of Columbus to be told entirely by pictures. Make a list of the pictures needed.

3. Plan a dramatization by your class in honor of Columbus Day. Select the parts of the story that have most action. Study the pictures for costumes. Read source material to get some of the actual words spoken by the great world actors.

4. *Columbus* is a fine poem written by Joaquin Miller. Read it. See which parts you understand the best. Try to draw a picture of the most interesting scene in the poem.

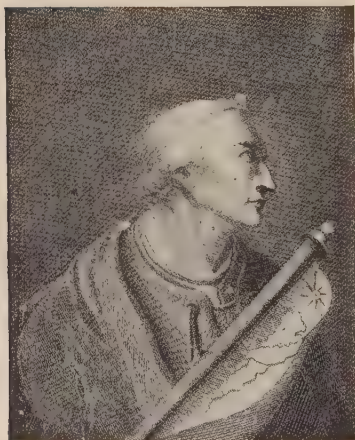
5. What things about Columbus do you like best?

CHAPTER III

THE EXPLORERS OF SPAIN AND PORTUGAL

Interest in the New World. Even before Columbus had made his last two voyages other navigators were starting out from Europe. Like Columbus, they wanted to reach India by sailing west. They did not do so but from one of them America took its name.

THE STORY OF AMERICA'S NAME



AMERICUS VESPUCCIUS

An Italian Navigator.

There was a navigator named Americus Vesputius. Like many Italian sailors of his time, Americus could not find employment in the Italian sea-ports. He, therefore, went to Portugal to secure employment.

Voyage to the New World. Americus was able to take part in a voyage to the New World. His ves-

sel reached the coast of what is now called Brazil. After his return, Americus drew a map of the land he had seen. A German who was compiling a geography saw this map and wrote the name *America* upon the land Americus Vespuccius had visited. This map was copied so often that the name became common.

BALBOA AND THE SOUTH SEA

Two Adventurous Spaniards. Gradually explorers from Europe learned more and more about the New World. A Spaniard, Ponce de Leon, on an exploring expedition sailed toward the mainland of North America. Tradition says he was in search of the fabled fountain of youth. Ponce de Leon discovered land which he called Florida, the Spanish name for Easter, for it was then Easter time of the year 1513. Another adventurer who added to the knowledge of the New World was Balboa. He had gone to the island of Hispaniola, as Haiti was then called, where he tried farming. The farm was not a success and Balboa went into debt.

The Expedition to the Isthmus. About this time an expedition was preparing to go to a place called Darien on the mainland. A party of Spaniards had gone to that section to look for gold. They had been unfortunate. Their supplies were exhausted and they sent to Hispaniola for help. An expedition was made ready to go to their assistance. Balboa saw in this a chance to escape from his creditors.

The Live Barrel. Balboa hid in a barrel. The lid was nailed on and the barrel put aboard the ship that

was to carry the relief expedition. Before the ship reached land, to everyone's astonishment, the barrel began to move. Out of it stepped Balboa. The commander of the expedition was very angry but there was nothing to do but to take Balboa with them. He could help to fight if the Indians proved unfriendly.



From a print in N. Y. Public Library

BALBOA

From a hill Balboa viewed a "sea so long looked for, and never seen before."

Balboa the Leader. Soon Balboa found himself at the head of the party, for the commander had been deposed. The party had many adventures. One day they heard something of great interest. An Indian told them that there was a country not far away where there was gold in abundance.

The Search for Treasure. Balboa and his followers set out to find the treasure. For eighteen days the party pushed on through thickets and underbrush and through swamps. They slowly made their way over what proved to be the Isthmus of Panama. Climbing to the top of a mountain, Balboa saw in the distance a great body of water flashing in the sun.

The South Sea. Balboa made his way down the mountain and to the sea. Entering it, he took possession in the name of the King of Spain. Balboa called this body of water the South Sea (1513). This was the ocean which Magellan sailed upon seven years later and called the Pacific.

FERDINAND MAGELLAN

The Success of the Portuguese. Da Gama's discovery of a route to India was of great value to Portugal. The Portuguese immediately began to trade with the East. A representative of the Portuguese king was sent to India to look after the interests of Portugal's merchants. The king's representative or viceroy had the assistance of a venturesome young man named Ferdinand Magellan.

Ferdinand Magellan. Ferdinand Magellan was born in Portugal of noble family. While Magellan was still young, his father sent him to the royal court at Lisbon where he served the queen as a page. As he grew older Magellan found life at the court very

dull. He craved excitement. When an opportunity presented itself to enter the king's service in India, Magellan quickly took it.

Magellan in India. Magellan's stay in India was both exciting and interesting. He saw for himself

the value of trade with India. A visit to the Spice Islands gave him still more information on the subject of Eastern trade. There was, however, one great difficulty in connection with this trade. The voyage from Portugal around Africa to India was long and tedious.

The Long Route. Magellan began to wonder if there were not a shorter way to the East. A shorter way would mean a cheaper way. Magellan thought that the westward direction taken by Columbus was the right one. He



FERDINAND MAGELLAN
Called a man with a "heart
of triple bronze"

formed a plan to reach the East by a westward route. Then he sought the aid of his king to carry out the plan.

Magellan and the King. The King of Portugal gave Magellan no encouragement. Magellan then asked him if he might seek assistance elsewhere. The

king replied that he could do as he liked. Magellan, very much hurt, left for Spain.

Friends in Spain. Magellan was made welcome in Spain. He found a good friend who introduced him to the Spanish king. Magellan told about the wealth that could be acquired in the spice trade if only a short route could be found. He related his experiences in the East and told of a friend who lived in the Moluccas and who had assured Magellan that untold riches could be amassed in trade. The king liked Magellan's arguments and promised to aid him.

The Visit to the Monastery. Magellan believed in the value of prayer. Accordingly, he visited the monastery near the Church of Our Lady of Victory in Seville. He asked the monks at this monastery to pray for the success of his voyage. Then he was ready to set sail. The fleet got under way in August, 1519.

The Beginning of the Journey. The ships steered out of the harbor and on to the Atlantic. Magellan laid his course west and south. The vessels sailed steadily on. The weeks slipped by. Reaching the coast of South America, Magellan sailed as close to shore as was safe. He was looking for a passage through the continent. He did not find it because there was none.

First Trials. The weather now grew very cold. Magellan had sailed far south along the coast of South America. He decided to anchor. The crew began to grumble. They wanted to go home. Some

begged Magellan to return. Others plotted against him. Magellan punished the leaders of the plot with terrible severity. He had no thought of returning until he had reached the East.

The Channel of All Saints. After some time Magellan decided to weigh anchor and sail on. On went the little fleet until it reached the strait that now bears his name. Magellan called it the Channel of



MAGELLAN TAKING SOUNDINGS IN THE STRAIT

All Saints. The fleet sailed through the strait. They were about to embark on a new sea. Should they?

The Meeting of the Captains. Magellan called a meeting of his captains. All but one agreed to go on. This pilot was afraid that if the voyage continued there would be nothing to eat. Magellan answered him with this little speech, "If we have to eat the leather on the yards, I will still go on and discover

what I have promised the king, and I trust that God will aid us and give us good fortune." Meanwhile one of his vessels had run aground and was destroyed. Another, the largest vessel, the one containing most of the supplies, deserted. To the timid-hearted the only thing to do was to return. But Magellan gave orders to sail on.

The Pacific Ocean. Out on a great ocean the ships sailed. The wind was favorable and the sea calm. Magellan called this ocean Pacific. The little vessels were on a broad unknown sea. No European had ever sailed on its waters before. Week after week passed and no land appeared. The supplies were nearly gone. The drinking water had turned yellow and had a very bad taste. The men cut the leather from the ship's yards, soaked it in sea water, and then broiled it for food. Many among the sailors sickened and died.

The Ladrones. For three months the prows of the vessels had been cutting the waves of this unknown sea. They were still pointed toward the west when at last land appeared. Magellan had come upon a group of islands which he called "Robber Islands." The people there tried to steal everything from his ships.

The Philippine Islands. Ten days later he came to the islands we call the Philippines. There the wretched sailors procured plenty to eat. But their stay had a tragic ending. A war was going on between two rival chiefs. Magellan unfortunately took part in

the war. He was killed in the fighting. With weary hearts, the survivors set sail for the Moluccas.

The Moluccas. At the Molucca Islands it was decided to leave behind one of the ships which was in bad condition. The two ships that were left were filled with a cargo of spices which had been secured from the natives by trading. These spices were worth



“THE VICTORIA,” MAGELLAN'S SHIP

an enormous sum of money. The Spaniards paid for them with little red caps, glass beads, little bells, mirrors, and brightly colored cloths, dyed red and yellow.

The Return. The two ships set sail for Spain by different routes. Only one ship reached there. The voyage had commenced in 1519. In 1521 the little



MAGELLAN'S CIRCUMNAVIGATION

Victoria returned with a cargo of twenty-six tons of spices. The sale of these paid all the expenses of the voyage. This was the ending of Magellan's expedition, the first voyage around the world.

Spain in America. In reaching the East by sailing west Magellan succeeded where Columbus had failed. Meantime the interest of Europeans in the New World was growing. The fearless Spanish explorers were learning something about the advantages to be offered by the land discovered by Columbus. One of these explorers became the conqueror of a great territory.

THE SPANISH EXPLORERS

Cortés. Balboa's expedition did not succeed in reaching the country where gold was to be found. But another Spaniard was more successful. To the north of the isthmus was the rich country of Mexico. Cortés, a Spanish general, conquered this country for

Spain. Mexico, rich in silver and gold, became the property of Spain.

Pizarro. South of the isthmus there was another rich country. This country, Peru, was also conquered by the Spaniards. A brave general named Pizarro captured some very rich cities in Peru. Imagine finding in this country "ten planks of silver, twenty feet in length, ten feet in width and three inches thick." The Spaniards now began to dream of even greater riches. There were stories about great wealth in the unexplored country to the north of Mexico.

The Expedition of De Soto. The King of Spain wanted this territory for himself. Accordingly, he commissioned Ferdinand De Soto to conquer and settle the whole region that is now the southern part of the United States.

De Soto's Experiences. De Soto liked the idea. He had had some thrilling experiences with Pizarro in Peru. Later the king made him governor of Cuba. De Soto did not like to remain quiet. He was much pleased when he received orders to conquer the country north of Mexico. No doubt he dreamed of cities filled with treasures like those he had seen in Peru. With a party of over six hundred men and with good equipment, De Soto set sail from Cuba. A short voyage brought the party to Florida.

The Mississippi. The explorations began in the swampy lands of Florida. Then the party pressed westward. Travel was still difficult. At length, after

weeks of terrible suffering, they came to a mighty river, the great Mississippi (1541). Here they had to halt. They had not yet seen any rich cities. De Soto still refused to give up the hope of finding cities like those in Peru. The river should not stop him. He and his followers crossed the river on rafts that had taken a month to build.



DE SOTO IN FLORIDA

Do these men seem well equipped for an expedition into unexplored territory? Explain your answer.

The Death of De Soto. The journey was beginning to tell upon all the men. The great leader himself was growing weak. His end came quickly. At night his body, wrapped in a blanket weighted with sand, was lowered into the river. Only half of his followers succeeded in getting back to Cuba. Though the expedition had discovered the Mississippi, it had not found rich cities.

Coronado and the "Seven Cities." Another expedition in search of rich cities was undertaken by Coronado. His object was to search the country north of Mexico for the "Seven Cities" about which he had been told. These "Seven Cities" were supposed to be filled with treasures. Coronado did not



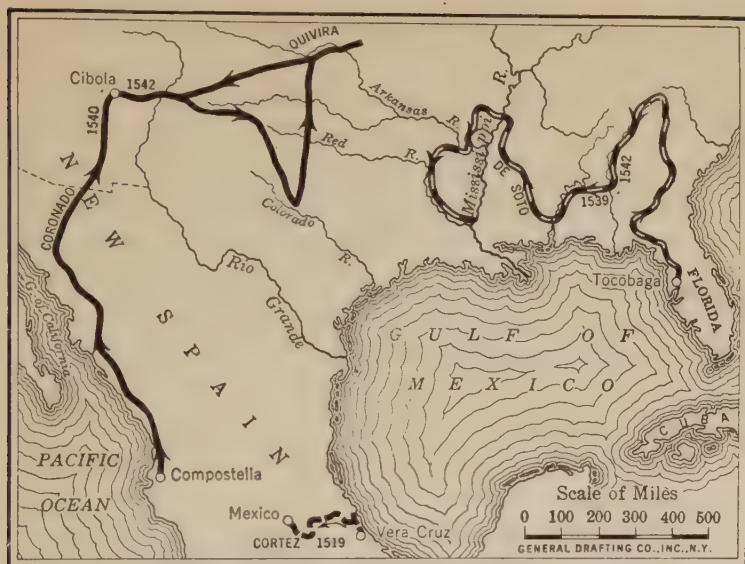
© Crane Co., Topeka, Kans.

CORONADO ON THE MARCH

Where could the Spaniards secure horses for the expedition? Follow Coronado's route on your map.

find them. One of Coronado's scouting parties discovered the Grand Canyon of the Colorado.

Discovery of the Plains. Coronado's men pushed on as far north as the present state of Kansas. They saw the prairies black with herds of charging buf-



THE ROUTES OF CORTES, CORONADO, AND DE SOTO
faloos; the treasures of the "Seven Cities" they never
saw.

Results of the Expeditions. The expeditions of De Soto and Coronado had a very important effect upon the history of our country. The Spaniards learned that there was no gold to be had in the regions visited by these explorers. Spain's settlements, for the most part, were located south of our present borders where gold and silver were found. There Spanish language and customs prevailed. Farther north the English language and customs were to prevail. How this came about is told in the next chapters.

FACTS TO KEEP IN MIND

1. Balboa discovered the Pacific Ocean in 1513.
2. Magellan, looking for a short route to the East, sailed to South America, discovered the strait named after him, and sailed out on the Pacific Ocean.
3. He sailed to the Philippine Islands, where he was killed. His ship *Victoria* went on to Spain, finishing the first voyage around the world.
4. Cortés conquered Mexico and Pizarro conquered Peru. The Spaniards found great stores of treasure in these countries.
5. De Soto while searching for rich cities discovered the Mississippi River. Coronado, at about the same time, explored the country as far north as the present state of Kansas.
6. The failure of the expeditions under De Soto and Coronado to discover gold kept most of the Spanish settlements south of our present border.

PROJECTS, PROBLEMS, AND POINTS FOR DISCUSSION

1. Make a list of likenesses between Columbus and Magellan.
2. Make a list of differences between Columbus and Magellan.
3. Which explorer had the harder task, Columbus or Magellan? Give reasons for your answer.
4. Try to draw pictures of the events of Magellan's voyage.

5. Which part of Magellan's voyage do you think was most interesting?

6. America is sometimes called *Columbia, the Gem of the Ocean*. Explain this name.

7. What difference might it have made to us if De Soto and Coronado had found gold where they sought it?

8. Spanish is the language of most of the countries of South America to-day. Account for this.

9. On an outline map of the world trace, in colored pencil, the expeditions of the early explorers.



From a painting in Town Hall, Bristol, England

THE DEPARTURE OF CABOT

CHAPTER IV

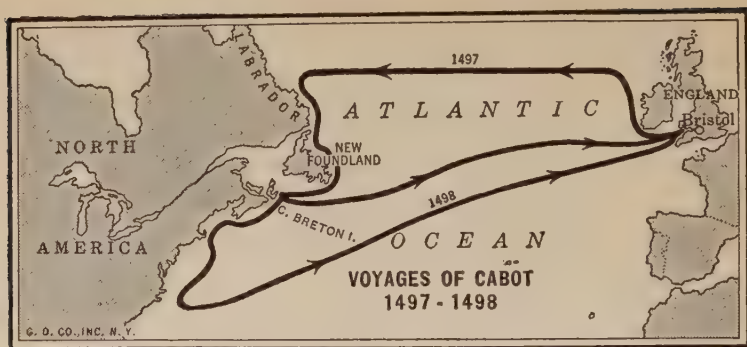
THE ENGLISH EXPLORERS

The Interest in Seafaring. The thrilling story of Columbus's voyage spread over Europe. No doubt it caused great excitement in the town of Bristol, England. Bristol in those days was an important seaport and the home of many seamen and traders. Among the traders of Bristol none was more interested in the story of Columbus's voyage than John Cabot.

JOHN CABOT

An Italian Merchant. John Cabot, though living in Bristol, was not an Englishman by birth. Cabot's birthplace is not known. Some think he was born in Genoa about the same time as Columbus. However he did not remain in Genoa but moved to Venice where he remained long enough to become a citizen.

A Venetian Trader. Cabot during his stay in Venice was occupied in trading. His experiences as trader had been profitable. He learned to appreciate the value of trade as a means for acquiring wealth. Why Cabot should have left Venice is not known. Perhaps he realized that the fall of Constantinople



THE VOYAGES OF CABOT

meant the end of prosperity for the Italian cities. He therefore left Venice to make his abode in Bristol.

Cabot's Plans. The report of Columbus's voyage fired Cabot with the ambition to go on a voyage of discovery. The English king gave him permission to undertake such voyage. The help given to Cabot was very slight. A little ship called the *Matthew* and a crew of eighteen men to man her were all he received.

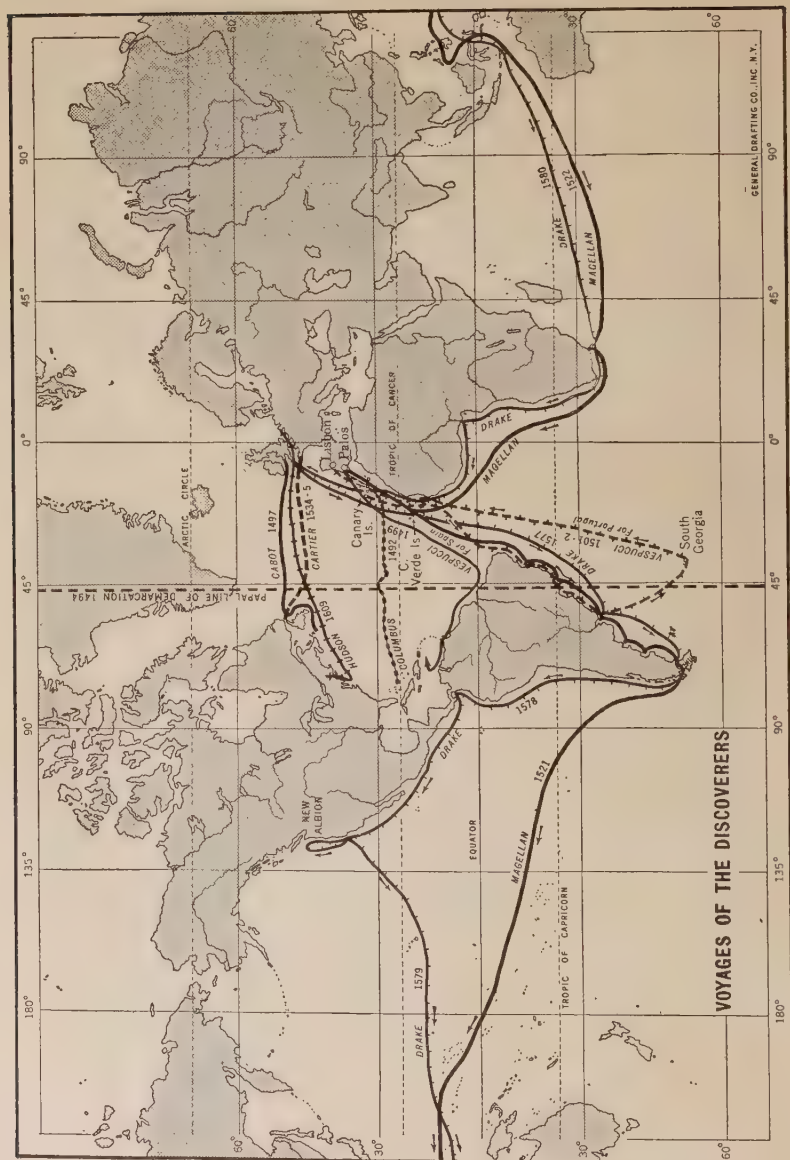
The Voyage of John Cabot. Cabot left Bristol in May, 1497. He sailed west for weeks across a stormy sea until he reached the coast of Labrador, although Cabot thought he had reached China. He took possession of this land in the name of the King of England. As a sign of possession he planted the English banner on one side of a great cross. To honor Venice, whose citizen he had been, Cabot planted also the flag of Venice. He then set sail for England.

Honors in England. Upon his return, Cabot was given great praise for what he had done. One writer

describes it saying "the English follow him like madmen." The merchants of Bristol were so sure that Cabot could find new markets for trading that they agreed to fit out a fleet of five vessels. With a willing crew Cabot and his son Sebastian again set sail from England, pointing his vessels to the west. Very little is known about Cabot's second voyage or what befell Cabot afterwards. Cabot himself passes from the story, but his discoveries were not forgotten. England based her claims to the North American continent upon Cabot's discoveries.

Drake. Other mariners sailed to discover and explore for England. Sir Francis Drake in 1577-1578 sailed around the world. On his way he ravaged the Spanish settlements on the west coast of South America. He then sailed north to California and thence westward across the Pacific Ocean.

The English and Colonization. The coming of Englishmen to America was hastened by the defeat of a great Spanish fleet, the Armada, in 1588. As a result of this defeat Spain's power on the sea was greatly weakened. The English, like the Spaniards, were looking for gold and trade. When Spain grew wealthy through her settlements in the New World the English became jealous. Wise Englishmen began to see that settlements in America might be a source of great wealth. They also saw in colonization a means to limit Spain's power in the New World. Any plan that would be a check to the Spaniards was sure to be very popular. Among those who had schemes for making English



settlements in the New World, none was more enthusiastic than Sir Walter Raleigh.

SIR WALTER RALEIGH

A Gallant Englishman. Sir Walter Raleigh was a gallant Englishman who was well liked by Queen Elizabeth. She encouraged Raleigh in his schemes



Courtesy Hotel Raleigh, Washington, D. C.

SETTLERS LEAVING FOR VIRGINIA

It took courage to go to Virginia in the early days. How many reasons can you give to prove this?

to found colonies in the New World. Raleigh sent several ships carrying settlers to America. But Raleigh's attempted settlements failed.

Reasons for Failure. The failures were due to different reasons. The men who went to the New World were not the kind of men who would make good set-

tlers because many of them were lazy and unused to hardships. Raleigh did not have sufficient money to defray the expenses of such an enterprise. A large sum of money was required for transporting the settlers and for providing them with equipment and provisions. Raleigh's failures showed that the expenses of colonization could be managed better by a company than by one man alone. The Indians also interfered with the success of Raleigh's settlements. Indeed the story of the early English settlements is often a tale of bitter struggles between the whites and the Indians.

THE INDIANS

The Indians in America. The explorers who came to North America found it inhabited by the same sort of people that Columbus had called Indians. Though the Indians lived in many different places in both North and South America there was a certain resemblance among them.

Indian Appearance. This resemblance was seen in their personal appearance, in their copper-colored skin, their stiff straight black hair, their dark eyes, and high cheek bones.

Indian Divisions. The Indians were separated into distinct groups by differences of language and customs. Indians of one group had a language so different from that of another group that as a rule they could not converse with each other except by signs. Each group had its own methods of making war and of burying

the dead. There were great differences also in Indian dwellings.

The Pueblo Indians. In what is now the southwestern section of our country there lived a group of Indians often called Pueblo Indians. They are so called because they lived in dwellings called pueblos. A pueblo was really an Indian apartment house sev-



Courtesy Museum American Indian, N. Y.

A PUEBLO

An Indian apartment house. Each Indian family enters its dwelling through the roof. The roof of the lower apartment provides a sidewalk for the one just above it. Compare this with the other forms of Indian homes.

eral stories high and capable of housing many families. The building material was clay which when dried in the sun became quite hard.

Long House and Round House. In the eastern section of our country the long house and the round house were used. As their names indicate, these

dwellings were either oblong or round in form. The Indians constructed them by building a frame of saplings in the form desired and covering the frame with



© From "Jamestown," a *Chronicles of America Photoplay*
By permission Yale University Press

AN INDIAN VILLAGE OF "LONG HOUSES"

Construct an Indian Village using this picture as your guide.

bark and mud. The long house was often built large enough to shelter twenty or thirty families.

The Tepee. In the west the tepee was used. This was a cone-shaped shelter. The frame consisted of a number of poles over which deer or buffalo hide was stretched. A hole at the top let out the smoke, while an opening at the bottom answered for a door. There was no floor in any of these Indian homes save the

bare ground. They were poor protection against the cold of winter. A heavy rain could find its way through the many openings in the covering.

Indian Food. Indian food was simple. Of course there were no stores where the Indians could purchase foodstuffs. The Indian went into the forest to



THE TEPEE INDIANS

Study the costumes. These Indians live in tepees which are to be seen in the background.

get most of his food. Deer, rabbits, and fowl made up his meat diet. The streams and lakes provided him with fish. The Indian had vegetables such as the white and sweet potatoes, Indian corn, and tomatoes. For sweetening there was maple sugar. The white man learned the use of these foods from the Indian.

The Indian Family. The most important occupa-

tion of the Indian father, who was head of the family, was fighting. He also hunted in the forest to get food for his family. His wife or squaw, besides doing the very simple housework, looked after the little patch of ground where the vegetables were grown. The squaw had to do all the farm work with exceedingly poor tools.

Indian Children. Indian children had almost no advantages. There were no schools to attend. The Indians, old and young, until the coming of the Spanish and other explorers, did not know the True God.

The Indians and the Whites. The coming of the white man brought a great change in the condition of the Indians. The Indians soon found themselves driven from their best lands and hunting places. But they did not give up their lands without a struggle. There were many bitter fights between Indians and the white men. The white men prevailed. Today most of the Indians are living on government land called Indian Reservations.

FACTS TO KEEP IN MIND

1. John Cabot sailed from England, to find an all-water route to India. He reached the mainland of North America in 1497.
2. England based her claims to North America upon Cabot's discovery.
3. Certain Englishmen saw in colonization a way to check Spain's great power.

4. The explorers found the New World inhabited by Indians.

5. The Indians taught the white men the use of many important foods, such as white and sweet potatoes, Indian corn, and tomatoes. The white man brought to the Indian iron implements, such as axes, hoes, and knives. He also brought oxen and horses to the New World.

PROJECTS, PROBLEMS, AND POINTS FOR DISCUSSION

1. What experiences had Cabot had as a young man that would make him desirous of finding an all-water route to India?

2. Draw a map showing England's claim to territory based on Cabot's discovery.

3. Collect pictures of Indians, their homes, amusements, occupations, and implements.

CHAPTER V

THE SOUTHERN COLONIES

English Plans for Settlements. More than one hundred years had passed since Cabot's discovery. Englishmen had not yet been able to make permanent settlements in America, while the Spaniards had been successful in Mexico, on the Isthmus of Panama, and in Peru. The English were jealous of the Spaniards. They knew that Spain had become rich and powerful because of her settlements in the New World. Why could not the English do as well as the Spaniards had done? Although Raleigh's attempts to found settlements had failed, the English were still willing to attempt colonization.

The New Plan. To do this a number of men formed themselves into a company to accomplish what one man could not do alone. This was the beginning of the London Company and from it came the first successful English colony.

The London Company. The company was formed in this fashion. A certain number of men who had money and who believed in colonization formed a business corporation. They were mostly merchants, nobles, and sea captains. Then they went to the king of England to get his permission to settle in America,

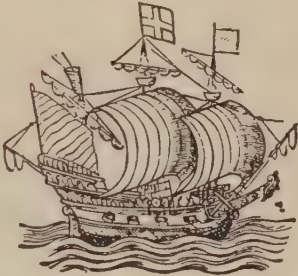
as the king claimed that he alone could grant such permission.

Virginia. The king gave the London Company plenty of land. It was part of the large section of North America that Queen Elizabeth had called Virginia. To pay the king for this land the company agreed to give him one-fifth of all the gold and silver that the colonists found, and one-fifteenth of all the copper.

First English Colonists. There was little difficulty in finding men who were willing to leave England to go to Virginia. Most people believed that there was a great deal of gold in the New World. It was a place they thought where money could be made without working for it. Of course they were wrong because there is no such place.

There was another motive that prompted Englishmen to build up colonies in America. They saw in colonization a method of checking the Spaniards whom they disliked intensely.

NOVA BRITANNIA.
OFFERING MOST
 Excellent fruites by Planting in
 VIRGINIA.
 Exciting all such as be well affected
 to further the same.



LONDON
 Printed for SAMUEL MACHAM, and are to be sold at
 his Shop in Pauls Church-yard, at the
 Signe of the Bul-head.
 1609.

From a print in N. Y. Public Library

AN ADVERTISEMENT FOR THE VIRGINIA COLONY

Write an advertisement for the settlement of Virginia as a real estate agent might write it to-day.

Jamestown, 1607. Three ships, the *Sarah Constant*, the *Goodspeed*, and the *Discovery*, had been provided to transport the party of one hundred five men. After a weary voyage during which the settlers did a great deal of quarreling the fleet arrived at the mouth of Chesapeake Bay. Into this bay they sailed to a



© From "Jamestown," a *Chronicles of America* Photoplay

JAMESTOWN

Why did the early settlers build stockades?

river they called the James. On the lower bank of the river the colonists chose a place which they thought would be good for a settlement. Here they landed and began the erection of Jamestown, the first permanent English settlement in the New World, 1607.

The New Settlement. The new settlement did not start well. The place selected was attractive to look at and easily cleared but it was too low to be healthful. The settlers began with the wrong ideas. Instead of building some sort of comfortable homes, they were satisfied with the poorest kind of shelter. Strips of sail cloth hung over a pole or a few pieces of timber made into a lean-to were the homes of many among the company. The wonderfully fertile soil did not interest them. They would not bother to prepare it for planting. To make matters worse some of the settlers stirred up the wrath of the Indians. Others began a crazy search for gold. The whole undertaking was soon under the direction of an adventurer, John Smith.

CAPTAIN JOHN SMITH

John Smith. Captain John Smith was just the sort of man to help the colonists face their troubles. He knew all about trouble for he had been in it all his life. John Smith came of good family. His father was a gentleman of Lincolnshire, England. John was only seven when his father died. John Smith's adventures began not many years after his father's death. He went to the continent and took part in a war that was going on in the Netherlands.

Adventures in the East. Later Smith thought of going to the East. He embarked on a ship that was sailing across the Mediterranean from the port of Marseilles. Smith got into trouble and was thrown over-

board but was saved by pirates. Smith escaped one trouble only to get into another. At one time he was sold into slavery but managed to escape. Finally he returned to England just at the time when an expedition was about to start for the New World. A man who had had Smith's experience might be a big help in such an undertaking as the building of Jamestown. Smith gladly accepted an invitation to go with the expedition.



Courtesy Smithsonian Institute, Washington, D. C.

SMITH AND THE INDIANS

Did the Indians like John Smith? Give reasons for your answer.

First Troubles in the Party. Smith had had himself made an officer of the new colony before the party left England. But on the way to Virginia he had a quarrel with the other officers. Perhaps they were jealous. At any rate they would not let him hold

his office after the party had arrived at Jamestown. Instead of sulking and showing bad temper John Smith took the rebuff quietly. He resolved to make himself really useful. The country, he thought, ought to be explored so he went up the Chickahominy River. Here he was captured by the Indians and led before their chief Powhattan. There seemed no possibility of escape for Smith.

The Escape. The Indian council, if the story be true, decided that Smith should be killed. His head was placed on a stone and a warrior stood ready with a club to end poor Smith's life. Just as the club was raised, Pocahontas, the young daughter of Chief Powhattan, knelt down beside Smith. She begged her father to spare Smith's life. The request was granted and Smith was freed. Later Smith won the friendship of the Indians and the hungry colonists were given a supply of corn which was badly needed.

Smith, the Leader. Smith was then put in charge of the council that ruled Jamestown. The danger of starving was not yet over, for some of the settlers had been very lazy. Smith told the colonists that all must work. "He who will not work shall not eat," said he. For a time things were better. Then Smith was injured by an explosion of gunpowder. He felt it necessary to leave the colony and return to England.

The Starving Time. Smith left five hundred colonists at Jamestown. During the winter after his departure many of them died. Only sixty were alive

in the spring. Hunger and sickness and unfriendly Indians had caused many deaths.

Better Times. But better days were coming. Wise rules were made for the government of the colony. The common storehouse was done away with. At first, all the colonists put all they raised into this storehouse. If a man worked hard and raised much, all this was



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THE MARRIAGE OF POCAHONTAS

Pocahontas was married to John Rolfe, a leading planter deposited into the storehouse. If he were lazy and raised only a little food, the little was likewise put into the storehouse. But when the supplies were distributed all men shared alike, the industrious men

and the lazy men. A change was made by Governor Thomas Dale. Now each man was given land to own. He could keep what he raised except a small amount of corn which he put into the common or public storehouse. The colony prospered under this system.



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PLANTERS EXAMINING TOBACCO

In early Virginia tobacco served as money

Settlers from England. Virginia began to attract settlers from England. In Virginia a man could have a large estate with a fine house upon it. Agriculture was profitable. The many rivers in Virginia served as highways for the transportation of goods. Indeed the ships from England often could sail up the river to the

planter's wharf, there land articles from England, and take on a cargo of tobacco. There was great profit to be made from the cultivation of the soil and especially in tobacco growing. But the problem was to get laborers to do the work.

The Slave Ship. One day in 1619 a Dutch ship sailed up the James River. She carried twenty negroes to be sold as slaves. The planters thought that the negroes might be useful on their estates and purchased them. Later other ships came to Virginia carrying numbers of these unfortunate negroes. They were sold, becoming as much the property of the planter as was his horse or his plow.

Bacon's Rebellion. Virginia became a prosperous colony but prosperity was not enjoyed by all alike. When William Berkeley was governor conditions in the settlement became very bad. Berkeley was a tyrant. Under the leadership of Nathaniel Bacon, a young planter, some of the colonists rebelled. The rebellion failed but the report of Berkeley's cruelties caused the king to recall him. The rebellion showed that the people loved liberty and were willing to fight for their rights.

Life on the Plantation. The ways of living in the South were interesting. The Virginia planter's estate was a little world in itself. Most of the things he needed were raised or made upon the plantation. He and his family lived by themselves. The estates were so large that his nearest neighbor lived a good distance away. There were no roads. The rivers offered the

chief means of communication. Village life with the stores, school, and church were not found in the South. Although these things were wanting, the life of the southern planter was very pleasant.

A Southern Mansion. The settlers built themselves fine houses. The houses were often built of brick which might have been carried from England



WESTOVER THE HOME OF WILLIAM BYRD, FOUNDER OF
RICHMOND

Imagine a visit to this mansion. Describe some of the rooms. Where will you look for the kitchen?

as ballast in the hold of some ship. The kitchen was a separate building connected with the mansion. Inside, the house was very attractive. A comfortable living room and a fine dining room where many good things were served occupied the first floor. Above this were the sleeping rooms. The furniture came from Eng-

land. This fertile land of Virginia was soon to have neighbor colonies. We shall enjoy studying about her neighbor to the north, Maryland.

LORD BALTIMORE

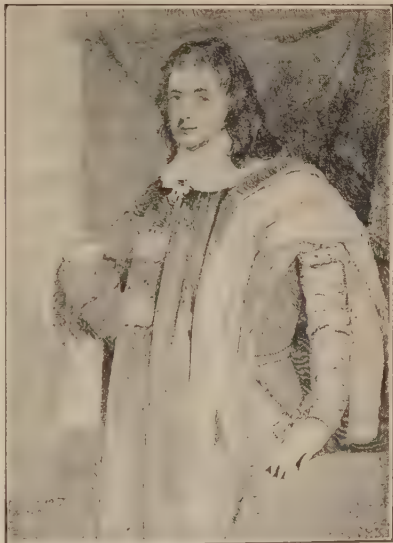
Religious Troubles in England. While Jamestown was being settled, there was trouble in England over the question of religion. At the time of the discovery of America, all the people of Europe except the Jews were Catholics. But in the next fifty years a great change had taken place. Many left the Faith of their fathers and no longer listened to the voice of Holy Mother Church. Such people were called Protestants.

The English Protestants. A great number of Englishmen became Protestants. Some were most bitter in their hatred of the Catholics. They caused many unjust and cruel laws to be passed, making it a crime for a man to practice the Catholic Faith. Catholics often lost their property. Frequently they were fined or put into prison. Some Catholics were killed. It took the greatest courage to remain true to the Old Faith.

George Calvert, Lord Baltimore. In England, when Charles I was king, there lived a gentleman named George Calvert. George Calvert was a Protestant. Later he became a Catholic. George Calvert proved himself a brave man by joining the Catholic Church, for he risked losing all he had by following his conscience. He had been a successful man. The king

had given him important positions and the title "Lord Baltimore." But George Calvert thought more of his religion than of all the riches and honors that could be given him.

Calvert's Plan. Calvert wanted to help the Catholics of England. He planned to secure a place for them in America where they could live in peace. Calvert was so generous that he invited Protestants to go with the Catholics. He provided a minister for them, just as he provided a priest for the Catholics. A place was selected in Newfoundland and some men tried to settle there but the attempt was a failure on account of the severe climate.



CECIL CALVERT, THE SECOND
LORD BALTIMORE

Reports of Virginia.

The reports of the sunny climate and fertile soil

of Virginia made Calvert eager to secure land near the Jamestown settlement. He asked the king for a grant of land. The king promised George Calvert a large piece of land. The tract was located north of the Jamestown settlement. For rent he had to pay the king of England each year two Indian arrows. Just when



From the painting by Emanuel Leutze. Courtesy Maryland Historical Society

FATHER WHITE BLESSES WHITE MAN AND INDIAN WHO CLASP HANDS IN FRIENDSHIP

everything was ready for beginning the undertaking, George Calvert died.

Cecil Calvert. Although George Calvert had died, the plan for a settlement did not fail. All that the king had promised to George Calvert he now gave to Calvert's oldest son, Cecil. Cecil then became the new Lord Baltimore and set to work to carry out his father's scheme, entrusting the founding of the colony to his brother. To get men to go to America was not hard. In a short time twenty gentlemen had said that they were anxious to go. Their servants were to go with them. With the addition of the servants and the workmen who were to take part in the enterprise, there were over two hundred persons.

The Beginning of a New Colony. Two ships, the *Ark* and the *Dove*, were waiting in the harbor to take the settlers to their new home across the sea. A stiff but favorable wind was blowing. The sails filled and the voyage began. It was a long trip to the mouth of the Potomac. The settlers arrived on a lovely day in spring—"Our Lady's Day in Lent." They took "solemn possession of the country for our Saviour and the King of England." A great cross was raised and a Mass of Thanksgiving said by Father Andrew White, S. J.

Saint Mary's Settlement. Governor Calvert selected a place for a settlement. An Indian village was located on the site which he had selected but the Indians liked these Englishmen so well that they were willing to sell their land. The Indians exchanged their land, part of



THE SOUTHERN COLONIES

their growing crops, and even their wigwams for a supply of cloth, axes, and hoes. The best wigwam in the village was given to Father White for a church. Here he said Mass for the settlers and probably for the friendly Indians as well. The little village was called St. Mary's. The Maryland Colony was prosperous. The people were hard working. They were

good people, too, and insisted on having wise laws. One of the best laws ever passed in this country, the Edict of Toleration, was made by the people of Maryland. It gave to every Christian the right to worship God in his own way.

The Carolinas. South of Virginia the country was also very fertile. It was well adapted for growing tobacco. Besides, there were marshy sections where rice could be cultivated. Men from Virginia began to settle this section. When the King of England, Charles II, heard that this region could be settled, he made a grant of it to eight noblemen (1663). Settlements were made at Albemarle and Charleston. Later, from these settlements grew the colonies of North and South Carolina and still later, the states of the same names.

JAMES OGLETHORPE

Georgia. Georgia was founded (1733) some time after the Carolinas. The colony was begun as a place of refuge for debtors. The law of England at that time was very hard on people who owed money. If a man had a debt which he could not pay, he was put into prison. This way of treating debtors was most foolish, for a man in prison could earn no money to pay his debts. Besides, the prisons were such horrible places that many of the poor prisoners took sick and died.

A Refuge for Debtors. A brave, sensible man named James Oglethorpe had a plan to save debtors



JAMES OGLETHORPE

from prison. He explained to King George II what he wanted to do. Oglethorpe told the king that if he would grant him land in America, something might be done to help these men pay their debts. Oglethorpe was granted some land south of the Savannah River. A prosperous settlement soon grew up there. In honor of the king it was called Georgia.

FACTS TO KEEP IN MIND

1. Englishmen began to plant colonies in America to secure wealth and to check Spain's power.
2. The first successful English colony in the New World was founded at Jamestown, Virginia, 1607.
3. Lord Baltimore founded Maryland as a refuge for Catholics who were persecuted in England.
4. The Carolinas were settled in the beginning by men from Virginia.
5. Georgia, the last of the colonies, was founded by James Oglethorpe as a refuge for debtors.
6. Dates of the southern colonies: Virginia, 1607; Maryland, 1634; Carolinas, 1663; Georgia, 1733.

PROJECTS, PROBLEMS, AND POINTS FOR DISCUSSION

1. Plan a dramatization called John Smith of Jamestown.

2. Why was John Smith a good leader for the colony at Jamestown?

3. Imagine yourself watching the landing of the first slaves on American soil. Describe the scene.

4. Describe an imaginary visit to a Virginia plantation, telling how you reached it, something about the house, and how the people spent their time.

5. Five ships are mentioned in this chapter. What other ships have been mentioned in the book?

6. Compare the beginning of the Maryland settlement with the beginning of the Virginia settlement.

7. Draw a picture of the Maryland settlers taking possession of the country.

8. What names from this chapter have you added to your list of IMPORTANT PEOPLE?

9. Have you added anything to your other lists?

CHAPTER VI

THE NEW ENGLAND COLONIES

The English Protestants. The Protestants, those people who left the Catholic Church, did not all agree among themselves. In England there were divisions among them. Those who belonged to the Church of England, while differing from the Catholics in a number of essential matters, wished to have many of the old ceremonies kept. They wanted to have their leaders called bishops although the English king was the head of their church.

The Puritans. There were some members of the Church of England who did not like this form of worship. They did not wish the king to be head of the church, nor did they want bishops. Nearly all ceremonies were objectionable in their eyes. Men who believed in this form of worship called themselves Puritans.

THE PILGRIM FATHERS

Pilgrims. Some Protestants in England wanted even greater changes than did the Puritans. They did not want to belong to the Church of England at all. They wanted their own form of worship. To have it some of them left England and went to Holland where

they could worship in their own way. These people are known as the Pilgrims.

The Pilgrims in Holland. In Holland the Pilgrims did not find things as pleasant as they had expected. The Dutch were kind to them, it is true, but the Pilgrims did not feel at home where a strange language was spoken. It was hard for the children, too. The Pilgrims were afraid that their boys and girls would grow up to use the language and customs of the Dutch instead of the English. The leaders of the Pilgrims began to think of going to a new country. A home in America seemed to be the best thing to hope for. So the Pilgrims set about getting a home for themselves in the New World.

The Preparations for Departure. First they had to get permission from the King of England to settle in America. This took time but they received it. Money, too, was necessary. After much trouble they were able to borrow enough to procure ships and supplies. The poor Pilgrims had to make a bad bargain with those who loaned them the money. But they were brave about it because they believed that they could practice their religion in America and live as free men. They were willing to pay a great deal for these rights.

The Speedwell and the Mayflower. The Pilgrims left Holland in a little ship called the *Speedwell*. The first stop was the port of Southampton in England. Here another ship, the *Mayflower*, came to join the *Speedwell*. The two ships now steered for America.

The *Speedwell* should have been called something else for she was a slow craft. She had not sailed far when her captain became fearful of the outcome. He declared that she needed repairs and returned to an English port. Some of her passengers were transferred to the *Mayflower*. She was a brave ship with one hundred and two brave people aboard. Alone, the *Mayflower* set sail for America.



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ALONE, THE MAYFLOWER SET SAIL FOR AMERICA

The Voyage. It was a stormy voyage. The *Mayflower* was tossed about and one great wave so battered her sides that the main beam split. Fortunately one of the Pilgrims had taken from home a huge bolt and with this the damage was repaired. After sixty-three days the vessel reached the shores of the New World.

The "Mayflower Compact." Before landing, the Pilgrims signed a famous agreement called the "May-

flower Compact.” This agreement was to make certain that all would obey the laws and work for the good of the colony. John Carver was elected governor and Miles Standish, though not a Pilgrim himself, was



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THE MAYFLOWER COMPACT

Signed, as the Pilgrims declared, "for our better ordering and preservation."

declared military leader. The place where the *Mayflower* had anchored was a poor one for a settlement. The shores were barren and rocky. The two leaders, with some other men, set out in a small boat to find a better location.

Plymouth Rock. After many exciting and unpleasant adventures they came to a fine little harbor which was called Plymouth. The *Mayflower* was brought into this harbor. Here the Pilgrims landed on Plymouth Rock, December 20, 1620.



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THE LANDING AT PLYMOUTH ROCK

What splendid qualities in Pilgrim character does this picture show?

First Days in America. It was bitterly cold when the Pilgrims arrived. Many were in ill health because of severe weather and poor food. Nevertheless all set to work. First they built a fort because Captain Standish and his party had already had an encounter with the Indians. On the top of the hill which rose above the place where the Pilgrims intended to build their homes, a platform was erected. About it they

placed several cannon. With this protection they felt safe to begin the construction of their houses.

The First House. The first house was rather large and those who did not stay on the *Mayflower*, which was anchored just off shore, lived in it. While the winter lasted, very little could be done. Many of the



© A. S. Burbank, Plymouth, Mass.

FIRST HOUSES IN PLYMOUTH

The houses were built of logs with roofs of thatch. Oiled paper served as window glass. The governor's house is shown inside the stockade. Construct this first street in Massachusetts.

sick people did not get better. At the end of the winter fifty-one including Governor Carver had died. Yet the Pilgrims were not discouraged. When the *Mayflower* sailed home to England not one of the Pilgrims returned with her.

The New Town. Building the town was slow work. When finished it was not very attractive in appearance. There was just one street. It ran from

the water's edge to the top of the hill where the fort had been erected. By the end of the summer seven houses had been built. These houses were not nearly as comfortable as those the Pilgrims had lived in at home. Their new houses were built of logs. The cracks between the logs were filled with mud. Most of the furniture was made on the spot. A tree stump served as a chair while a split log, flat side up, made a good table. Gradually the Pilgrims were making of Plymouth a place of real homes.

Indian and Pilgrim. The Indians proved to be friendly. One day, to the utter amazement of the Pilgrims, an Indian appeared and called out "Welcome, Englishmen." At first they could not imagine where he had learned to speak English. Then they found out that the Indian had been taught to say a few words by some English fishermen who had reached the coast of America. The Pilgrims were happy to meet him for he gave them some very valuable information.

The First Thanksgiving. At the end of the first summer affairs looked much brighter. The Pilgrims had had a good corn crop, for their Indian friends had taught them how best to grow corn. There was an abundance of game and fish. The Pilgrims forgot their sufferings, and, thinking rather of the blessings they had received, decided to spend some time in thanksgiving. To the celebration they invited their Indian friends.

The Indian Guests. Can you picture how the Indian braves and the Pilgrims looked on this occasion?

The Indians came to the celebration wearing their best deerskin garments. Their hair had been well soaked in bear grease and glistened in the sun. On their feet were moccasins. All the fancy beads the Indians owned were proudly displayed.

Pilgrim Styles. The Pilgrims were not so fashionably dressed. The men wore suits of plain, dark, rough cloth. They wore knee breeches and heavy



© Swift & Co., Chicago, Ill.

PURITAN HUNTER

What hardships of New England life does this picture show?

woolen stockings. Their heads were covered by wonderful hats, whose top looked like pails turned upside down.

The Thanksgiving Feast. The celebration lasted three days. There were parades and exhibitions by Captain Standish's little army of two dozen strong.

Then there were games of various sorts. After the games they had a feast. To provide for the feast four men had been sent into the woods to shoot turkeys. These and other articles of food were brought to the feast by the Pilgrims. And so began Thanksgiving Day in America.

The Coming of the Puritans. The first four years in America were hard ones. But the settlement was bound to succeed for the Pilgrims were very brave. Indeed their success encouraged the Puritans to do as they had done. A number of them set sail for New England, settling in a place called Salem.

Massachusetts Bay Settlement. These Puritans set the example for others who were to follow. For the Puritans in England were having a great deal of trouble. The king regarded the Puritans as his worst enemies because they disagreed with the Church of England. On the other hand the Puritans felt that they had to choose between remaining in England and fighting with the wilful king or going to New England where they could have things more their own way. So in the spring of the year 1630, eleven ships carrying about seven hundred people, set sail for New England. Before the close of that year fully one thousand people were to be found along the shores of Massachusetts Bay.

Equipment for the Settlement. The Puritan colony made a good beginning because the settlers came in the right season of the year. These Puritans were not all poor people. Some of them were quite wealthy.

They were able to bring those things that are needed in a new settlement such as horses, goats, cows, and pigs. Knowing, too, that they must get their food from the soil and the sea, they took good farming implements and fishing tackle.

Puritan Leaders. Able leaders among the Puritans helped to make the venture a success. John Winthrop,



From the painting by Boughton

PILGRIMS GOING TO CHURCH

Account for the order of the procession.

the first governor, deserves much credit. He was a wealthy, good, and learned man. He had gone to the great English university at Cambridge. Like other leading Puritans he began to see that the only hope for their freedom lay in planting a colony for Puritans in the New World. He and his friends worked hard to obtain from the king a charter for the colony. They were granted a good one. By this charter the

people in Massachusetts were able to govern themselves without much interference from England.

Governor Winthrop. Governor Winthrop ruled the colony for twelve years. Besides being famous as a governor, he is known as a writer. He wrote a book called "The History of New England." In it are to be found many facts, both important and unimportant. In this history he mentions the death of a cow, the meeting of the court, the killing of six calves by wolves, and a very important speech which he made on liberty. The Massachusetts Bay Colony was very successful. Within five years, it had four thousand inhabitants.

Puritan Penalties. The Puritans had come to America to follow their own ideas in the form of church worship, but they were unwilling to grant this same freedom to others. In the Puritan colony only members of the church could vote. Those who held other religious views were not welcome in the colony. There were severe penalties for those remaining who were not members of their church. A man might even be put to death for his religious views. It was partly on account of such cruel notions as these that some of the Puritans left Massachusetts to go to Rhode Island. The leader of these men was Roger Williams.

ROGER WILLIAMS

The Young Debater. Roger Williams was born in Wales. We do not know a great deal about his early

life, but it appears that a famous English lawyer took a fancy to young Roger Williams. This lawyer helped pay for his education. He was sent to the famous university at Cambridge. Here, we may be sure, he did not waste his time. He may have learned the habit of arguing there, for Roger Williams loved to argue.

Roger Williams in New England. About ten years after the Pilgrims came to Plymouth, Roger Williams joined the colony. He was made pastor of the church at Plymouth. After two years he left to become pastor of the church at Salem. He was becoming well known throughout New England.

The Opinions of Roger Williams. Roger Williams always declared what he thought. He declared that the way the Puritans treated those who did not hold the same religious opinions as themselves was quite wrong. The Puritans were cruel to those who did not belong to their church. Against this way of acting Roger Williams protested with all his might.

The Rights of the Indian. The Puritans did not like the ideas of Williams about freedom of religion. The king's officers did not like the opinions of Roger Williams about the king's right to the land in America. Roger Williams wrote a little book about the rights of the Indians to the ownership of all the land in Massachusetts. The colonists believed that they had the right to this land because their king in England gave it to them. But Williams argued that the king could not give away the land since he did not own it. The

land had belonged to the Indians in the first place. You can imagine what a stir these ideas caused. Williams was ordered to return to England.

The Flight of Roger Williams. To return to England would not be wise. If he did return Roger



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ROGER WILLIAMS AND AN INDIAN CHIEF

Account for the friendliness that seems to exist between Williams and his Indian companion.

Williams knew that he would surely be punished for his views about religious freedom and about the English ownership of the land. He decided that he must flee from Massachusetts. He escaped in the dead of winter through the deep snow. The few forest trails

were covered so that it was hard to find the way. It was bitterly cold, too. Bravely he pushed along until after many hardships he came upon the wigwam of his friend, Chief Massasoit. Williams made his home among the Indians. He knew how to speak their language. He used his knowledge to try to make Christians of the Indians. In the spring he went into the country about Narragansett Bay.

Providence (1636). The Indians gave Roger Williams a tract of land for himself and his friends. A number of settlers soon joined him. Williams called the settlement Providence. These were the simple beginnings of the colony of Rhode Island.

Rhode Island. There were many who liked the ideas of Roger Williams about religious freedom. This led settlers to go to different parts of the territory granted to him. In a few years a number of towns had been founded. These towns were united under one government. Rhode Island after this was a prosperous little colony.

THOMAS HOOKER

Connecticut. The example of Roger Williams was followed by Thomas Hooker, another preacher. Williams left Massachusetts to enjoy religious freedom while Hooker moved from the colony because of the oppressive government there. Hooker believed that all the people should have a voice in the government. The Puritan leaders in Massachusetts objected to this.

Hooker decided to leave Massachusetts and journey south to the Connecticut River valley.

The Journey of Hooker's Party. All the people who had attended Thomas Hooker's church went with



From the mural painting by Albert Herter, State Capitol, Hartford

THE SIGNING OF THE FUNDAMENTAL ORDERS OF CONNECTICUT
"To maintain the peace and union . . . there should be an orderly and decent government established."

him. There were more than one hundred people in the party. The men took with them all their cattle, one hundred and sixty in number. It was the month of June, 1636, when they began their journey. The

hundred people had come to Connecticut to build homes in the towns of Hartford, Windsor, and Wethersfield. The people of Connecticut wanted to have a good government. To secure this the freemen drew up a set of rules called the Fundamental Orders of Connecticut which declared how their government was to be conducted. This is a very important document because it protected the people's rights.

New Hampshire. There was still another section of New England to be developed—the section north of Massachusetts. This part of the country became the New Hampshire Colony. Thus another colony was added to the New England group. We shall meet again the men of Massachusetts, Connecticut, Rhode Island, and New Hampshire. Before continuing their story we must learn about the settlements that were being made in the middle section of the Atlantic Coast.

FACTS TO KEEP IN MIND

1. A group of English Protestants who did not wish to belong to the Church of England, went to live in Holland. They are known as the Pilgrims.
2. The Pilgrims left Holland and settled in America. They built a town at Plymouth.
3. The Puritans founded the colony of Massachusetts Bay. They came to America to get religious freedom, but for themselves only. No one who disagreed with them was welcome in the colony.
4. Roger Williams, a preacher, was driven from Massachusetts. He founded Rhode Island for people

who were persecuted on account of their religious beliefs.

5. Connecticut was settled by Puritans from Boston who had difficulty with the authorities there.

6. The dates of the New England colonies: Massachusetts, 1620; Rhode Island, 1636; Connecticut, 1636; New Hampshire, 1638.

PROJECTS, PROBLEMS, AND POINTS FOR DISCUSSION

1. Read the poem called the *Landing of the Pilgrims*, by Hemans. Which part of the poem is told in this book?

2. Describe the building of one of the first houses in Plymouth. How was it furnished?

3. Imagine yourself at the Pilgrim Thanksgiving. Describe the guests, telling what they wore and what they ate.

4. Roger Williams loved to argue. Upon what subjects did he have arguments in Massachusetts?

5. Where did boys and girls enjoy themselves more, in the South or in New England? Explain your answer.

6. What material from this chapter have you added to your history scrap book?

7. Keep a section of your scrap book for pictures of the ships mentioned in this book. Write a brief story showing why each of these ships is mentioned in American History.

CHAPTER VII

THE MIDDLE COLONIES

The Dutch Traders. The Dutch, like all the other merchants of Europe, had been eager to enjoy trade with the East. The Dutch, too, wanted a short route to the Spice Islands. A number of them therefore sent Henry Hudson, an Englishman, to find such route. They gave him a little ship called the *Half Moon* and twenty men to sail her.

Hudson's Voyage. Hudson, after leaving Holland, steered his little craft in various directions. Finally he reached the coast of North America. Hudson sailed south as far as Chesapeake Bay and then northward until he came to another great bay. He thought this must be the entrance to the northwest passage for which he was looking.

The Lordly Hudson. Hudson soon found himself on a beautiful river. Thinking this might be the passage, he sailed up the river passing the Palisades, a natural wall of rock that rises straight up from the water's edge. Then he came to the highlands where tall hills form the river's bank. It was late summer of the year 1609. The landscape was beautiful. Hudson continued up the river, but the farther he sailed the less likely it appeared that he had discovered

a passage to the west for the river was becoming narrow and shallow.

Hudson and the Indians. Almost from the time he arrived at the mouth of the river, Hudson had seen Indians. The Indians were curious to know what sort of thing was sailing on their river. Perhaps they thought that the *Half Moon* was some great water fowl. Anxious to know more, some Indians paddled their canoes right up to the sides of Hudson's craft. They climbed on board to get a better view and to learn that it was not a big bird after all. There was some trading done between the Indians and the Dutch crew. The Indians offered tobacco leaves and furs in exchange for hatchets and knives.



THE ARRIVAL OF THE "HALF MOON"

Describe the interchange of greetings between the Indians and the crew of the "Half Moon."

The End of Hudson. Hudson was still thinking of the northwest passage. Clearly, it was not to be found

in this locality so he sailed back to Europe. He stopped at England where he was informed that he must not return to Holland. Later in the service of an English company he made another attempt to find the northwest passage in the far northern part of the continent. His ship sailed into the great bay that now bears his name, Hudson Bay. Here his crew mutinied. Hudson was put into an open boat and set adrift. He was never seen again.

The Dutch in America. Meanwhile Hudson's first voyage to America had excited the interest of the Dutch. The report of the rich trade to be had in furs was studied by the merchants in Holland. Accordingly some traders were sent to the island of Manhattan, as the Indians called the island at the mouth of the Hudson River. They were instructed to inspect the country carefully and to learn of the possibilities for fur trading.

Manhattan Island. A company was formed to carry on trade with the Indians in the region claimed by the Dutch which they called New Netherland. Some years later, in 1626, the Dutch governor, Peter Minuit, purchased the island of Manhattan. For this island, now the heart of the great city of New York, Minuit gave the Indians some glass beads and trinkets worth about twenty-four dollars. The little trading post located on the lower end of Manhattan Island was called New Amsterdam. This settlement, begun as a trading post, has grown into the greatest commercial city in the world.

The Fur Trade. Besides this trading-post, the Dutch founded others along the Hudson River. The traders in charge of these posts did a thriving business in furs with the Indians. The company of merchants in Amsterdam who had charge of the enterprise were not entirely satisfied. They thought that New Netherland ought to have farmers as well as traders.



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THE PURCHASE OF MANHATTAN ISLAND

Settlers who would cultivate the land, they encouraged to go to New Netherland.

The Patroon System. The plan for settlement was not the best possible. The company offered large tracts of land to any of its members who would take to New Netherland at his own expense at least fifty settlers. The merchant doing this would be given the

title of "patroon." He enjoyed some of the powers of judge and ruler over the farmers on his estate. The patroon system helped bring about the cultivation of the land but the farm-workers suffered by it. They had almost no political rights.

PETER STUYVESANT

A Famous Dutchman. Among the famous characters of New Netherland was Peter Stuyvesant. Stuyvesant's boyhood was spent peacefully in Holland. His father was a Dutch minister who probably



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PETER STUYVESANT AND HIS CHILDREN

Does Governor Stuyvesant in his home look like "hard-headed Peter"? Explain your answer.

wanted Peter to follow some quiet calling. Stuyvesant wanted a more active life and so became a soldier. He lost a leg in battle but this loss did not keep him quiet. He was a big man with a loud voice and a bad temper.

Governor of New Netherland. When Stuyvesant was appointed governor he made a little speech to the



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THE REFUSAL OF PETER STUYVESANT TO SURRENDER

Stuyvesant at first refused to surrender, saying: "I had rather be carried to my grave."

people of New Amsterdam. He promised them that he would rule them "as a father does his children." Stuyvesant was a strong willed governor. His conduct won him the nickname of "hard-headed Peter."

The Intentions of the English. You may be certain that the English who lived north and south of New Netherland did not want the Dutch there. The

Dutch were becoming rich through the fur trade with the Indians. The farm lands of the patroons were very fertile and yielded good crops. Besides there was the fine harbor of New Amsterdam. The British decided to take New Netherland from the Dutch.

The Letter to Stuyvesant. An English fleet appeared in the harbor and sailed within cannon shot of New Amsterdam. The commander of the fleet sent a letter to Peter Stuyvesant calling on him to surrender and promising good treatment for everybody. Stuyvesant refused to surrender. He tore the letter to pieces, though he did not destroy it. Then he called upon the people to fight the English.

The Surrender. The Dutch did not want to fight. In the meantime the pieces of the English commander's letter were found. When these were put together the terms offered by the English were learned. The Dutch thought these terms so good that they forced Stuyvesant to surrender to the English without a struggle.

New York. The English commander now took charge. The name New Netherland was changed to New York in honor of the Duke of York in England. The whole Dutch settlement came under the control of the English in the year 1664. Although the English now ruled New York it was still a Dutch settlement. The people were Dutch in language and customs. The houses resembled those of Holland.

The Dutch Homes. The houses of the Dutch differed from those of the Puritans and also from the

mansions of the planters in the south. The Dutch built comfortable houses usually of red brick. They were set in gardens gay with many flowers. Everything about the house was spotless. The brass knocker on the front door and the smallest utensil in the kitchen were polished till they shone. Pretty blue tiles decorated the rooms. The furniture was roomy and comfortable for the Dutch loved comfort. The good things on the table—the cakes and cheeses and pitchers of creamy milk—indicated that the Dutch partook of nourishing food. Although the old Dutch houses have disappeared, New York still has many reminders of the days of Peter Stuyvesant when New York was New Amsterdam.

Governor Dongan. The English sent an exceptionally good governor named Thomas Dongan to govern New York. Thomas Dongan was a wise ruler. During his term the assembly which he had called passed some very important laws. One act known as the "Charter of Liberties" provided for trial by jury, certain voting privileges, and freedom of worship. Unfortunately New York later came more completely under the king's control. Then the people of New York did not enjoy all the privileges of the charter. This condition of affairs did not improve until the colonies won their independence from England.

CARTERET AND BERKELEY

New Jersey. New York was soon to have a new neighbor. The Duke of York granted to his friends,

Carteret and Berkeley, the land between the Hudson and the Delaware rivers. The following year, 1665, a band of settlers left England for the new province. It was called New Jersey because at one time Carteret had been governor of the Island of Jersey. A town



THE ARRIVAL OF PHILIP CARTERET

Compare this with the arrival of the Pilgrims

was laid out and called Elizabethtown. The next year some Puritans, dissatisfied with conditions in Connecticut, moved to New Jersey. They built a town on the Passaic River which they called Milford. Later the name was changed to Passaic. Settlers began to arrive in large numbers, making of New Jersey a prosperous colony.

WILLIAM PENN

The Society of "Friends." The people in England continued to quarrel and dispute about religion. Not all the Protestants were satisfied. A new division was made among them which called itself the "Society of Friends." The Society of Friends differed from all

the other sects in England. People who belonged to this society believed that each man could form his own religious beliefs by the "Inner Light" which they held is in every one. Churches and ministers were not necessary, they thought.

The Quakers. Besides these ideas the Friends believed it wrong to have titles. They refused to bow before the great nobles or even the king. They did not believe in war but declared that all men were friends. The word "friend" was the word used to address a person, be he nobleman or laborer. The Friends insisted that worship must be accompanied by deep emotion and "quaking of the spirit." Their enemies therefore called them Quakers.

Admiral Penn and William Penn. About the time the Quakers were beginning to create a stir, there lived in England a famous naval officer, Admiral Penn. Penn was a fine admiral, a friend of the king and a rich man. He had a son named William of whom he was very proud.

William Penn's Youth. Young William Penn was sent to Oxford University. His father expected him to become a great man and William gave every promise of doing so. At the university he stood well in his class. He was a fine athlete, too, and was well known as an oarsman. Very much to every one's surprise young William Penn became a Quaker.

Friend William Penn. William Penn did not keep his new opinions a secret. It was the rule of the university that all students should wear a cap and gown.

William exchanged the student's cap and gown for the plain strange clothes of the Quakers. He wanted all the other students to do likewise. He and other Quaker students even tried to tear the gowns from the backs of their comrades at the university. Penn was expelled for this act.



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PENN WRITING IN PRISON

"The great case of Liberty of Conscience once more briefly debated and defended."

Penn in Prison. Old Admiral Penn's feelings were hurt when he heard of his son's disgrace. He begged William to give up his associations with the Quakers. William would not change. He was put in jail. For a time his family would have nothing to do with him. In the end, however, although William remained a Quaker, he and his father became friendly again.

The King's Debt to Penn. When his father died, Wil-

liam was left a large sum of money. He might have received an even larger sum but for the fact that his father had loaned the king a great deal of money. The king could not pay the debt. This fact may have helped Penn's plan.

Penn's Land. Penn grieved for the persecuted Quakers. He hoped to get a place for them in America where they could be free from religious persecution. With this idea in mind he went to the king. Penn



PENN'S TREATY WITH THE INDIANS

Penn said of his friendship with the Indians: "It is as if we were parts of one man's body. We are all one flesh and blood." What character in American History does Penn resemble? Explain.

asked for a grant of land in America. The king liked Penn, as did everyone who met him. He was given a large grant of land. His rent to the king for this was two beaver skins a year.

Pennsylvania. The grant of land lay, roughly speaking, between Maryland and New York. The new province was called Pennsylvania, which means Penn's woods, although Penn wanted it called New Wales or Sylvania. Penn was determined to make this colony a success. To encourage people to come to the new province, Penn wrote an advertisement describing the place. He told of the many advantages Pennsylvania offered the settlers.

The Founding of the Settlement. In the fall of the year 1682 Penn sailed up the Delaware River prepared to begin a settlement. He found a little town already located at New Castle. This settlement was made up of Swedes and Quakers who had been encouraged by Penn to come to the New World. He passed farther up the river to a spot he thought suitable for a settlement.

Quaker Ideas of Rights. Penn now set to work to build up the right kind of colony. He knew that good government was what people wanted more than anything else. He declared that good government depended on people's obeying the laws which they themselves made. It was Penn's idea that his settlers should make their own laws and that these laws should be just. The Quakers had been persecuted for their religion in England and even in the other colonies in America. Penn would not allow any Christian in his colony to be persecuted for religion.

Philadelphia. Penn founded the city of Philadelphia which has become one of the largest and finest in

America. The name he selected is a beautiful one; it means brotherly love. The city was laid out in an orderly fashion. In clearing the ground the settlers had to cut down many noble trees. Penn wished the trees to be remembered so he caused some of the streets to be named after them, such as Walnut, Oak, and Chestnut streets.



From an old print

EARLY PHILADELPHIA

Find a picture of present-day Philadelphia and compare it with this one.

Penn's Success. The fame of Penn's colony spread far and wide. Settlers flocked to it not only from England, Scotland, and Ireland, but also from Germany. Penn's colony or his "holy experiment," as some loved to call it, prospered. So also did the "City of Brotherly Love." Thus was laid the foundation of Pennsylvania, the Keystone State of the United States of America.

DELAWARE

New Sweden. Very early in our history settlers came from countries other than England. There were French and Swiss, Germans and Italians, Irish, Scotch, and Swedes. The Swedes began to settle in the present state of Delaware not long after the Dutch settled New Amsterdam. Indeed the first Dutch governor,



THE MIDDLE COLONIES

Peter Minuit, helped the Swedes found their settlement. A tract of land was bought from the Indians. It was located near the site of the present city of Wilmington. About five hundred people lived in this region. When Penn obtained the charter for his colony, he became governor of the section occupied by the Swedes. In the year 1703 Delaware was given an independent assembly so that the people could direct some of their own affairs.

FACTS TO KEEP IN MIND

1. In 1609, sailing under the Dutch flag, in search of a short route to India, Henry Hudson explored the river that now bears his name.

2. The Dutch settled in this region, naming the province New Netherland.

3. They called the town built on Manhattan Island, New Amsterdam.

4. New Netherland was surrendered in 1664 to the English, who changed its name to New York.

5. The following year, 1665, the land between the Hudson and Delaware rivers was granted to Carteret and Berkeley and became New Jersey.

6. William Penn, a Quaker, founded a colony in Pennsylvania.

7. Dates: New York, 1623; Delaware, 1638; New Jersey, 1665; Pennsylvania, 1682.

PROJECTS, PROBLEMS, AND POINTS FOR DISCUSSION

1. Plan a dramatization showing the history of the Dutch on Manhattan Island. Let the first act be the coming of the *Half Moon*.

2. Peter Stuyvesant said that he would rule the Dutch "as a father rules his children." Why, then, did the Dutch surrender to the English so willingly?

3. Imagine yourself on a visit to an old Dutch house. Describe what is to be seen in the kitchen. Draw a picture of the house.

4. What do you like about the Quakers?

5. What incidents in the founding of Pennsylvania show that Penn wished friendliness to exist in his colony?

6. On an outline map of the United States block in with colored pencils the colonies you have studied. In the lower margin write the date of the first settlement in each colony.

7. In which colony would you prefer to have lived? Why? Which would be your second choice? Why?

CHAPTER VIII

NEW FRANCE

French Interest in Exploration. The French, like the other people in Europe, were curious to know about the land to the west. They were ambitious to have their own mariners succeed in making great voyages. Accordingly a Frenchman, Jacques Cartier, was commissioned to go on a voyage of exploration.

Jacques Cartier. In the coast town of St. Malo, France, lived a brave old salt named Jacques Cartier. He had taken part in many a voyage. Probably he had sailed to the Far East where spices grow and west to the fishing banks. Like most of the mariners of his time it was his ambition to find a western passage to China. Cartier made a voyage to the New World under orders from his king. He hoped to find the longed for passage. It was also his hope "to make known the Holy Name of God and our Holy Mother the Church." Cartier discovered the Gulf of St. Lawrence (1534). In the name of the King of France he took possession of the land about the gulf. He then returned to France to tell the king what he had done.

Cartier's Second Voyage. The next year found Cartier back again in Canada. He discovered the

St. Lawrence River, which he explored. He saw a little Indian village where Quebec is now located. On an island farther up the river he saw another Indian village behind which rose a tall hill. Cartier called the place Montreal (Royal Mountain). Cartier was



THE RAISING OF THE CROSS BY CARTIER

How does this picture show that Cartier was a man of faith?

not able to stay in Canada. It was so cold that most of his men died. This sad experience and conditions in France kept the French from settling in the New World for nearly seventy-five years. Then in the year 1608 the French began in earnest the settlement of Canada.

SAMUEL DE CHAMPLAIN

The First Permanent Settlement. In the year 1608 a brave warrior, Samuel de Champlain, laid out a town at Quebec. This is the oldest permanent French settlement in the New World. It was made a year after the English established their settlement at Jamestown.

Quebec. The settlement at Quebec grew very slowly. Frenchmen did not care to leave their beautiful country. There was less quarreling about religion in France than in England. Almost all the French were Catholics who loved their Faith so that the French did not need to leave home for the sake of religion. On the other hand the climate of Canada was severe. Few cared to put up with it.

French Occupation in America. The Frenchmen who came to Canada engaged principally in fur trading. Some became fishermen and a few tried farming. Champlain was governor over all these men. He did much to add to their happiness and prosperity through his wise rulings.

Champlain and the Indians. Champlain's management of the Algonquin Indians was most fortunate for the French. Had these Indians been hostile, the French settlements might have been destroyed. Champlain won the friendship of the Algonquins by taking their part in an Indian war.

An Indian War. The Algonquins were on the war-path against their old-time enemy the Iroquois. The

Iroquois lived in what is now northern New York. The Algonquins intended to invade this territory. They asked Champlain's help. Probably Champlain would have preferred to keep out of the Indian war, but he thought it best to aid his Indian friends. He joined the expedition, taking eight white men with him. Before the party reached the enemy's country six of the white men had deserted. Then the army consisted of fifty-eight Indians and three whites. How large a force he would have to face Champlain did not know. It seemed madness to continue.

Lake Champlain. The expedition moved on to the south. Champlain soon found himself paddling on the beautiful lake that now bears his name. He tells how the mountains on the east were still snow-capped although it was the middle of July.

The Coming Battle. One evening at the end of the month Champlain's party came upon the enemy. The Iroquois prepared rapidly for the battle which both sides agreed would take place on the morrow. It was decided that the fight should commence at dawn. Now that the battle had been agreed upon each side spent the night calling the other names. The Indians were not very polite to one another.

An Important Battle. At dawn the Iroquois marched out of their fort two hundred strong. There were only fifty-eight Algonquins, and they did not have a fort. All the warriors had put on plenty of war paint for the great battle. A war whoop was sounded. Each side advanced. The Algonquins drew

up in battle formation. Suddenly their lines parted and Champlain in full armor advanced towards the enemy, alone. With drawn bows the Iroquois aimed at him. Just as quickly Champlain aimed his musket. A spurt of flame, a sharp report, and an Iroquois leader



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CHAMPLAIN AND THE IROQUOIS

Why was this encounter an unfortunate one for the French?

fell. The Iroquois were beaten in that instant. Turning, they fled through the forest, alarmed and bewildered at the effect of the new weapon.

The English and the Iroquois. Champlain's friends, the Algonquins, never forgot him, but the Iroquois never forgave him. They grew to dislike the

French and acted as a barrier against French settlements towards the south. The French fur traders had to use the routes to the north of the Great Lakes to reach the interior of North America. When the English came to New York they found the Iroquois willing to trade with them and to fight for them against the French.

Father of New France. Champlain's bravery had saved his Indian friends. Indeed his courage had saved the French settlement at Quebec. He did so much for the French in Canada that he is called the "Father of New France." Perhaps he was so great because he was so good. He always said that a captain (and he probably meant any leader) should be "a man of God."

The French Missionaries. A most important work done by the French in America was that of making good Catholics of the Indians. While Champlain was governor, a number of Franciscan priests left France to go to America to convert the Indians. Soon the Jesuits came also. Nursing sisters and the Ursuline nuns arrived at Quebec prepared to do their part to spread the Catholic Faith and to help those in need. Shortly before this, in the year 1636, a Jesuit, only twenty-nine years old, crossed the Atlantic to preach the gospel to the Indians. He was not a big strong man, yet he attracted attention because his face showed that he was a man of high courage and great holiness. This young man became one of the martyr-priests of North America.



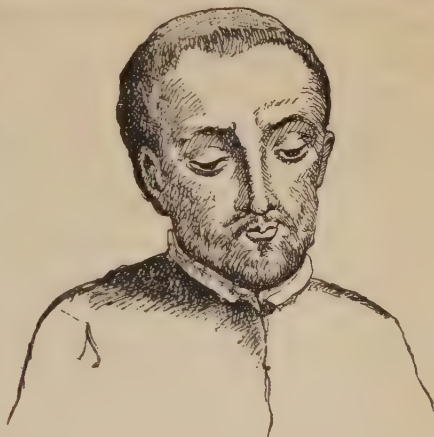
Courtesy Hon. A. S. Doughty, Ottawa, Can.

THE ARRIVAL OF THE URSULINES

Forerunners of that great host of holy women who have devoted their lives to God's service in America.

AN AMERICAN MARTYR

Blessed Isaac Jogues. Isaac Jogues was born in France. There he grew to young manhood, there he attended college, and there, too, he heard the call of the Master. He entered the Society of Jesus and in due time was ordained. Soon after his ordination the young priest was granted what he had always longed for—the opportunity to labor in the foreign missions.



First Missionary Experiences. Father Jogues was sent to New France. After his arrival he decided

*Votre bien humble filz et
obéissant serviteur en N.S.*

Isaac Jogues

to work among the Hurons. The Hurons

PORTRAIT AND SIGNATURE OF BLESSED
ISAAC JOGUES

did not move about a great deal because they were farmers. They cultivated little patches of ground where they grew peas, beans, and squash. They were less savage than the other tribes. Father Jogues believed therefore that he would have the greatest success among

them. In company with a young French surgeon who had dedicated his life to the service of the missions, Father Jogues set out for the villages of the Hurons. In canoes on lakes and streams and on foot over forest trails the priest and the surgeon made the difficult journey of nine hundred miles.

The Huron Village. Only men of extraordinary courage could have stood the hardships of this journey, yet greater trials must be met. The Indians could not realize that the priest had come only to help them. They were suspicious of the white men. Life in the Huron village was a series of unpleasant happenings.

A Living Martyr. Father Jogues and his companion lived among the Hurons serving them in many ways. They visited and nursed the sick in their cold cheerless bark huts. The missionary and his helper taught the Indians the great truths of Faith. They performed countless acts of kindness and all under the most trying conditions. After six years of this service the white men were captured by the Iroquois, who were enemies of the Hurons. The brave Frenchmen were tortured in the most horrible ways. They were beaten with clubs. Sand was rubbed into their wounds. The priest's fingers were mangled by the savages. His companion was killed. Father Jogues escaped and, aided by the Dutch of New York, was able finally to return to France.

The Humility of Father Jogues. In France, the missionary was the center of interest. People wanted

to hear his story. At the request of his superiors he reported his experiences in Latin, for he wished to avoid publicity. People came distances to do him honor and felt it a privilege to kiss his poor crushed hands. Father Jogues shunned, as best he could, the praise that was showered upon him. His one desire was to return to his Indians.



From an old French print

THE JESUIT MARTYRS

America's Martyr-Priest. Father Jogues asked to be sent back to Quebec to the work he loved. For two years he labored ceaselessly among the Indians. In the year 1646, he revisited the scenes of his former labors in what is now the northern part of New York State. Here he was captured by unfriendly Indians and later tomahawked. So died an American pioneer

and patriot, a martyr-priest, whose blood has sanctified the soil of North America.

FATHER MARQUETTE

A Famous Missionary. Missionaries continued to come to America in increasing numbers. The death of Father Jogues and seven other heroes who gave their lives for the spreading of the Catholic Faith only served to increase the interest in the foreign missions. Father Marquette was one of those who was filled with zeal for the work of converting the Indians.

James Marquette. James Marquette was born in France. His parents were people of importance in the town where they lived. They were known also for their piety. Indeed his mother could boast of being related to the great Saint John Baptist de la Salle, the founder of the Christian Brothers. James Marquette grew up a real boy. He played hard and studied hard. God gave him the grace of a vocation. When he was seventeen he entered the novitiate of the Society of Jesus. After completing his course he was ordained a priest. In 1666 he went to Quebec. While there he worked hard to learn the customs and language of the red men.

Marquette's First Mission. When he was thirty-two years old Marquette was sent to his first mission. It was located on Lake Superior. Later he moved to the Straits of Mackinac where he built a little chapel with walls of bark. He called his new abode Saint

Ignace. Here he instructed the Indians in the truths of religion and worked with all his strength to make their lives happier and better. It must have been hard work. It was very lonely there, too, but Father Marquette was not thinking of his own comfort.

The Search for the Great River. Several times reports had reached him of a great river to the west.



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FATHER MARQUETTE

An Indian welcome to Father Marquette: "How beautiful the sun is, O Frenchman, when thou comest to visit us! All our village awaits thee, and thou shalt enter all our cabins in peace."

From what an Indian had told him he thought that this river might be that passage to the Pacific that men still hoped to find. On the feast of the Immaculate Conception Father Marquette received word

from the governor of Quebec that he was to search for the great river. His friend Louis Joliet, a trader, was to be his companion on the journey. Not until the following spring were Marquette, Joliet, and four other Frenchmen able to begin their journey. For food supplies they took some smoked meat and Indian corn. The expedition was placed under the protection of the Immaculate Conception.

The Route of the Missionary. The party set forth from the mission station on Lake Michigan. Thence the route lay by way of the Fox River as far as the portage to the Wisconsin. Here the canoes had to be carried to the Wisconsin River. In a week's time they were on the great Mississippi (1673).

The Mississippi. The canoes glided easily on this mighty river. The current was swift and strong. Almost without effort the party was carried mile after mile until they reached the mouth of the Arkansas. They were now convinced that the Mississippi did not flow into the Pacific but into the Gulf of Mexico. To continue farther would be useless. A return now seemed wise.

The Return Trip. Going back was hard work. The current was against them. Instead of returning by way of the Wisconsin River the travelers went by way of the Illinois. The journey was telling on everyone—on Father Marquette most of all. He was daily growing weaker. Meantime Joliet had left the party to report the discovery of the great river to the governor at Quebec.

Father Marquette's Labors. Father Marquette at last succeeded in reaching one of the missions on Lake Michigan where he hoped to rest and recover his health. He improved for a time. While his strength lasted he traveled as much as he could among the various Indian tribes. But his end was coming and he knew it. Hoping for one last opportunity to speak to his Indians, he sent word that a meeting would take place.

The Last Mission. In a large Indian village, where blazed six hundred camp fires, the great missionary met his Indians on Holy Thursday. On Easter Sunday he said Mass for them for the last time. Then he set out for the place he loved to call home.

The Journey Home. Bidding good-bye to his Indians, the beloved priest took his place in the canoe to start home. A delegation of the Indians went part way with him. The great missionary was growing weaker. His few companions could not travel very fast for their friend was too ill. Finally, the little party had to halt to wait for the end. He died as he had lived, close to the Master.

The Burial. His worn-out body was buried hard by the banks of the river that now bears his name. In the spring some of his Indians placed the body in a birch-bark coffin to bring it back to his old mission. A most unusual funeral procession formed. Thirty canoes, paddled by his Indian converts, escorted the body across the lake. As they approached the spot where the chapel was located the party was met by

two Jesuits who recited the *De Profundis*. His body was buried beneath the floor of the chapel which he had loved.



From a panel in the Marquette Building, Chicago, Ill.

THE BURIAL OF FATHER MARQUETTE

[The body] "was lowered into a small vault in the middle of the church, where it rests as the guardian angel of our missions."

The Importance of His Discoveries. The report of the journey of Father Marquette and Joliet created a great stir. The trip had been a long one into hitherto unexplored territory. France based her claims to all this land on the ground that it had been discovered by Frenchmen. The value of the territory would indeed be great if France could build up trade with the Indians. The dream of such trade led to the famous journey of Robert Cavalier, Sieur de la Salle.

LA SALLE

A French Adventurer. Robert Cavalier, Sieur de la Salle, was born in France. He was well educated in

the Jesuit colleges. But while La Salle was clever, he was also restless. Probably his roving disposition drove him to the New World where he settled on the island of Montreal.

La Salle's Desire for Adventure. La Salle had a farm on the island. Farm work, however, did not appeal to him. The stories that the Indians told him of the great country to the west fired his imagination. He was deeply interested in the reports about the Mississippi River.

The Plan for French Interests. La Salle was a most ambitious man. The reports he had heard of the great country to the west gave him several ideas. One was that in such country there ought to be many opportunities for building up the fur trade. Such trade would help France and make him a wealthy man. It was also his idea that France should have a chain of forts along the Mississippi with a strong fort at the mouth of this great river. This plan, if carried out, would give France control of almost all of North America. At this time the English were not yet very powerful in North America. The English settlements were to be found only on the Atlantic coast, east of the Appalachian mountains.

The King's Approval. To make certain that no one would interfere with his plans, La Salle returned to France and explained to the king what he intended to do. The king gave him permission to explore and to build the forts that would protect the French against their rivals, the English and the Spaniards.

The Exploring Party. La Salle returned to Canada eager to set out on the expedition. His party was composed of a number of trained backwoodsmen. The famous Franciscan missionary, Father Hennepin, who later made many explorations on his own account, was also a member of the party.

The Building of the "Griffon." La Salle considered the construction of a boat of good size to be of



PORTRAIT OF LA SALLE

great importance. A boat sufficiently large was built — one which would take his party and supplies across the Great Lakes. La Salle had brought from France anchors, sails, and ropes for the new vessel which was built of timbers cut from the trees that grew on the banks of the Niagara River. In due time the ship was launched and called the *Griffon*.

The "Griffon" on the Lakes. The *Griffon* had sailed the lakes for twenty days when it arrived at St. Ignace, Father Marquette's first mission. At Green Bay the *Griffon* took on a load of furs. La Salle ordered the ship to set sail for Niagara, but it never reached there.

New Difficulties. La Salle with fourteen men paddled slowly along the eastern shores of Lake Michigan to the mouth of the St. Joseph River. The party erected forts at several places. There was a long delay however about carrying out La Salle's intention to sail down the Mississippi. Supplies were running very low. Some of his men deserted and of those who remained not all were willing to go on.

A Dangerous Journey. Matters were going from bad to worse. La Salle finally determined to return to Niagara for necessary supplies. In the bitter cold, for it was now winter, La Salle made his way back by a route different from the one over which he had come. His only guide was a compass. The journey was filled with fearful hardships, but he arrived safe. At Niagara he learned of the loss of the *Griffon*. Still he was not discouraged. He insisted that he would yet explore the Mississippi and erect a fort at its mouth.

The Trip on the Mississippi. A new start was made. This time La Salle's plan succeeded. With a small party of Frenchmen and Indians he paddled down the Mississippi. At last the party arrived at the mouth of the Father of Waters. In the name of Louis XIV, King of France, La Salle took possession of all the land drained by the Mississippi. The country was called Louisiana in honor of the king.

The Emblem of the King of France. According to one account La Salle set up a great cross. Then he erected a wooden column and placed upon it the emblem of the king of France. One of the copper

kettles had to be used to make the plate bearing the king's arms. By this act of La Salle's the king of France came into possession of a vast territory. To make sure that he would keep it, La Salle planned to have Frenchmen settle in this locality.



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LA SALLE AT THE MOUTH OF THE MISSISSIPPI

Notice the kinds of people with La Salle. What is La Salle saying?

The Report to the King. La Salle made his way back to Canada and then set sail for France. He wished to explain to the king the importance of such settlement as a means of checking Spain. The king agreed with La Salle. The king, Louis XIV, wanted to crush Spain. Louis was angry to think that only Spanish vessels were to be seen in the Gulf of Mexico.

He knew that Spain was gathering big stores of wealth in America. Here was a plan that would give France a share in this wealth. It was agreed that a new settlement must be started with La Salle in charge.

The French Expedition. A number of people were found willing to go to the new settlement. They set sail from France in 1684 intending to reach the mouth of the Mississippi by way of the Gulf of Mexico. Many mishaps overtook the party. One ship was captured by the Spaniards who thus got some of La Salle's most useful equipment. They also learned La Salle's plans. There were other misfortunes. Fifty men on La Salle's ship were seriously ill. La Salle himself fell sick. Indeed he nearly died. When the expedition finally reached the Gulf of Mexico, it landed in the wrong place, far from the mouth of the Mississippi.

The Sufferings of the Party. The men were soon in a desperate condition. Many were not fully recovered from their recent illness. A number died from snake bites. Others who had been well until now took sick. The Indians who lived in the neighborhood attacked them. Fortunately La Salle had erected a fort. This was some protection against the red-skinned enemy. But the settlement was in terrible condition due to poor food, lack of equipment, and the unhealthful location.

La Salle's Last Undertaking. La Salle saw that if his enterprise were to succeed he must have assistance. To get help he would have to go all the way to Canada. This trip would take many days. It would

be filled with dangers. But difficulty or danger did not deter La Salle. He began the long journey to Canada, at the head of a party of twenty men. Five horses, given to La Salle by friendly Indians, carried the baggage. The journey was a hard one. As the days passed the tempers of some of the men became very ugly. La Salle was losing control of his men. They plotted to kill him.



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LA SALLE ON HIS LAST EXPEDITION

What in this picture shows that La Salle was a determined man? What other qualities have you noticed in La Salle?

The End of a Great Pioneer. Supplies were running short. Some of the party were sent in search of food. They did not return soon enough to suit

La Salle who went to look for them. In the woods he came upon one of the foraging party who was very insolent to his leader. La Salle did not know that this man's friends were hidden in the thickets. He began to chide the man for his delay. The next minute La Salle dropped forward with a bullet in his heart. A shot fired from the thicket had ended the life of the brave explorer. Thus died the man whose explorations gave France the claim to all the territory drained by the Mississippi and its branches.

FACTS TO KEEP IN MIND

1. Jacques Cartier, a Frenchman, made two voyages to America, discovering the Gulf of St. Lawrence and the St. Lawrence River. France based her claims to Canada upon these discoveries.

2. Champlain, the governor of Quebec, helped to increase the power of the French in North America.

3. Blessed Isaac Jogues, the martyr-priest of North America, is to be remembered as one of the great Pioneers and Patriots.

4. Father Marquette labored for the conversion of the Indians in the West. He explored part of the Mississippi, giving France a claim to this territory.

5. La Salle continued the explorations of Father Marquette, reaching the mouth of the Mississippi, and claimed the entire valley of the Mississippi for France.

PROJECTS, PROBLEMS, AND POINTS FOR DISCUSSION

1. Why did the French king choose Cartier to explore for France?

2. Why were Englishmen so willing to go to America while Frenchmen preferred to stay at home?

3. How did Champlain win the friendship of the Algonquins? Was this helpful to the French? Give reasons.

4. Which part of the story of Father Marquette do you like best? Give reasons. Make a list of the most interesting incidents in Father Marquette's life.

5. The State of Wisconsin has placed a statue of Father Marquette in the Capitol at Washington. Can you tell why?

6. Compare the story of the ship *Griffon* with the story of some other ship you have read about in this book.

7. Which journey of La Salle do you think was the hardest? Why?

8. By naming incidents in his life, prove that La Salle was persevering.

9. Study the pictures in this chapter. Tell the story of each picture. Tell also the events that led up to the events in these pictures.

10. Ask your teacher to read to you the story of Father Jogues from *The Jesuit Martyrs of North America*, by Rev. John J. Wynne, S.J.

CHAPTER IX

THE STRUGGLE FOR SUPREMACY IN NORTH AMERICA

French Settlements. There was great rivalry between the English and the French in Europe. This rivalry spread to their colonists in the New World. The French settlements in America were near enough to the English to cause disputes over boundaries. There were difficulties over the fur trade, also. Several times these quarrels became actual warfare. By the middle of the eighteenth century (1754) affairs were in such a state that the final struggle between the English and the French seemed about to commence. The English and the French could no longer get along peaceably. One or the other had to control North America. By studying the situation you will see the exact state of affairs.

The English in the West. The French had settled in the St. Lawrence Valley in Canada. They also had settlements along the Great Lakes. After the discoveries of Father Marquette and La Salle, the French began to settle the territory in the Mississippi Valley, Louisiana. Here was one source of trouble. You can think of the French possessions in North America as forming a huge arm which blocked the



RIVAL CLAIMS IN AMERICA

English advance to the west. As long as the English remained on the Atlantic coast there need be no trouble. But when the English decided to cross the Appalachian Mountains, they were getting into territory that the French claimed as their own. The English paid no attention to the French claims as they believed that the whole territory from the Atlantic to the Pacific was England's. They began to settle in the west, in spite of the French.

The Ohio Company. The Ohio Valley was a most attractive place. It was claimed by both countries. The English thought the best way to make good their claim was to send settlers there. A company called

the Ohio Company was formed for this purpose. Meanwhile the French, to keep out the English, planned to build forts in this territory. Both the English and the French realized the importance of getting control of the region.

The French Answer. The French erected a fort near the site of the present city of Erie. They seized an English trading-post in the same locality. This news was not slow in traveling to the Governor of Virginia. Dinwiddie, the governor, was exceedingly vexed when the report reached him. He immediately took measures to check the French. He sent a messenger to the commander of the French fort to tell him he must withdraw. The man to bear the message was just twenty-one years old. He was a surveyor by occupation but a soldier, also, for he had the rank of major in the colonial militia. His name was George Washington.

GEORGE WASHINGTON

A Boy of Virginia. On February 22, 1732, George Washington was born in Virginia. George was not the only child in the Washington family. He had brothers and sisters with whom he shared the good home provided by his parents. At this time the schools in Virginia were few and poor. The older Washington boys had been fortunate in the matter of education. They had been sent to England to be educated. George did not share their good fortune. His father died when George was twelve. Young George Wash-

ington, therefore, had to depend a good deal on himself, although his father had left the family comparatively well off.

A Young Gentleman. The boys whom George Washington knew were all fine athletes. They were expert riders, crack shots, and good wrestlers. George Washington was their leader. Among other things he



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WASHINGTON AS SURVEYOR

led in good manners; he was a gentleman. When Washington was thirteen he wrote a set of rules for polite behavior. Even when so young he realized that the man worth while is the man who does his best in everything.

The Young Surveyor. Washington was about fourteen when he became very much interested in mathematics. By the time he was sixteen he was capable of taking a position as a surveyor. There was plenty of work for surveyors in Virginia as there were very few men qualified to do this sort of work. Among the big landowners of Virginia was Lord Fairfax. He was in need of a reliable surveyor. He engaged Washington. Meanwhile George Washington was saving his money. Before he was twenty-one he had purchased much valuable land with the money he had earned.

Major Washington. Men began to pay attention to the young surveyor. He was not an ordinary young man, they thought. Governor Dinwiddie, of Virginia, appointed him a major in the colonial militia.

Dinwiddie's Choice. As we saw, the French were settling the Ohio Valley. A few men in the colonies realized that if the French were not stopped, the English might not be able to settle west of the Appalachian Mountains. Governor Dinwiddie thought this, too. He therefore sent Major Washington to tell the French to leave this land as it belonged to England.

The Difficult Journey. To deliver this message Washington had to travel through forests and over rough country in the winter time. There were no roads. The distance was about six hundred miles. Washington did his part in a splendid manner. But the French had no intention of leaving the territory. They realized the importance of holding it against the English. At last the French and English went to war

to see who should control in North America. This conflict called the French and Indian War began in the year 1754.

THE FRENCH AND INDIAN WAR

The Strength of the English. At first it would seem as though the English ought to have had an easy time defeating the French. There were only a few thousand Frenchmen in America at this time. The English outnumbered them fifteen to one. But the colonists were not united. The English were scattered along the coast in thirteen colonies. The colonies were jealous of one another. A clever man named Benjamin Franklin urged the colonies to unite. They could not agree. This was a great disadvantage.

General Braddock. The English ruler sent General Braddock to America. Braddock was a brave man but he did not know how to fight according to backwoods methods. In Europe he had fought in open fields. Braddock knew how to move troops along well-built roads. But in America there were few open fields. Often the fighting was done in the forests. There were almost no roads and the few there were were bad ones. Cannon would be almost useless in the rough country of the Ohio Valley.

Washington and Braddock. Braddock selected Major George Washington as a member of his staff. No one could have served him better. A short time after this appointment Washington showed how truly brave he was.

Fort Duquesne. At the “forks of the Ohio”—the junction of the two rivers that form the Ohio River—the British had begun the erection of a fort. The importance of this place (now the site of Pittsburgh)



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MAJOR WASHINGTON’S COLONIAL FORCES

What experiences did Washington have during this war which showed that he was brave?

was early recognized by the British. But the French also realized its importance and drove off the British, finishing the fort for themselves and naming it after Duquesne, the governor of Canada.

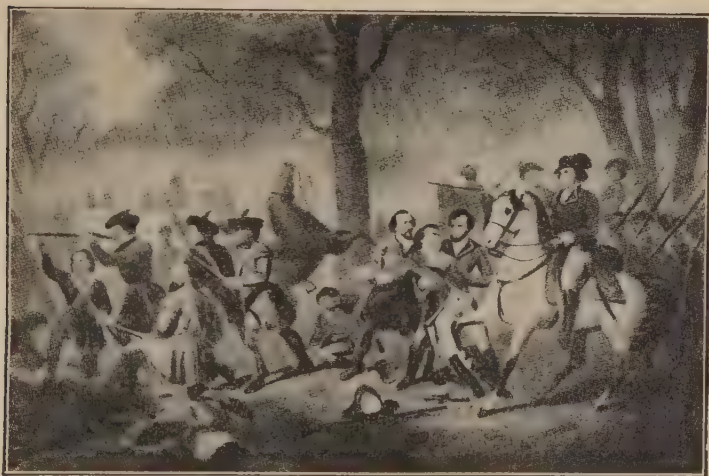
Braddock’s Force. Braddock planned to capture Fort Duquesne but his force was ill suited for the

task. He had under his command some soldiers from the British army across the sea. They knew nothing about the methods of fighting used in the New World. Braddock had also four hundred and fifty Virginia backwoodsmen clad in buckskin. These men were expert Indian fighters but they fought in their own way. They elected their own officers and obeyed them only when it suited them to do so. To complete the force, there were fifty Indians gay in war paint and feathers. Braddock did not realize the value of the backwoodsmen and Indians nor did he believe in their methods. He therefore did not use his force to best advantage.

The March Against the French. The British force moved forward to meet the French. Meanwhile word came to the French and their Indian allies that Braddock intended to attack and was now on the way to their fort. Braddock was moving very slowly as he carried much heavy and useless equipment. Washington begged him to leave most of the equipment in charge of a rear guard so that the troops could push forward unhampered. Braddock did not follow the advice.

Braddock in the Ravine. Before he realized his danger, Braddock found his army plodding through a narrow ravine. Progress was slow. The road was so bad that the artillery and wagons could scarcely get through at all. Just when his army was fairly in the ravine something happened. A rain of bullets came from behind the trees on each side of the ridge. The

British were caught. They could not move for safety in any direction. The bright red coats made an excellent mark for the enemy. Braddock bravely urged his men on. Four horses were shot under him. Then he fell fatally wounded.



BRADDOCK'S DEFEAT

Why do you believe that Washington was a good man to assume command after Braddock had been killed? Explain.

The Young Commander. Major Washington now took command. His uniform had been pierced by bullets, but he himself was unharmed. At last he succeeded in rallying his men and getting them in order for a retreat. He thus saved what was left of the force. The French by their victory remained, for the present, masters of the Ohio Valley.

MONTCALM AND WOLFE

The Capture of Quebec. Quebec was the capital of New France. The French thought it safe from capture because it was exceedingly well protected by nature. The upper town was built on top of the "Rock of Quebec." The city perched on the top of this rock could be reached only by climbing steep and dangerous paths. Quebec was defended by General Montcalm, a man of great bravery and ability.

The English Fleet. In spite of this the odds were not in favor of the French. The British brought their fleet up the St. Lawrence River as far as the city. The fleet was manned by a large force. A British land force of considerable size was also ready to take part in the attack. This force was under the leadership of a splendid general, James Wolfe.

General James Wolfe. Wolfe was only thirty-two years old when made major-general. He had begun his army career when a mere boy. At seventeen he was a captain. He had had military experience, having fought in Flanders, and in America he had already fought against the French. His greatest test was to come in the attack upon Quebec.

British Setbacks. The first efforts to capture Quebec accomplished nothing. Wolfe had the assistance of the British fleet but the French resisted stubbornly. As the summer of 1759 wore on, Wolfe's men began to fall ill. Wolfe himself became sick. He began to fear that the early winter of Canada would see the

French still in control of Quebec. The English then formed a bold plan which they were sure would result in the capture of Quebec.

The Strategy of the English. The English fleet had a part to play in the plan. The fleet commander ordered his captains to allow their ships to float up and



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THE STARTING OF THE CLIMB TO THE PLAINS OF ABRAHAM

down the river with the tide. Watching from the shore the movement of the British fleet the French soldiers tried to follow it. Marching over the rough ground along the shore soon tired the French soldiers. They grew careless and failed to watch the British carefully. Wolfe now saw his opportunity.

Wolfe's Surprise Movement. Wolfe ordered a picked force of men to embark upon the British war-ships. They sailed along the river in the dead of night. As the fleet moved towards the fortress of Quebec which Wolfe so earnestly hoped to capture, his companions heard him reciting these beautiful verses:

“The boast of heraldry, the pomp of power,
And all that beauty, all that wealth e'er gave,
Await alike the inevitable hour:
The paths of glory lead but to the grave.”

Wolfe remarked to his friends: “I would rather be the author of that poem than have the glory of beating the French tomorrow.” A few days previous Wolfe had discovered a path that ran from the river to the heights above Quebec. He ordered a landing to be made at the proper spot.

The Path to Glory. The landing was made successfully. The weak French guard was overcome. Then slowly the British force climbed the steep path, clinging to the rocks or bushes or whatever else would support them. At length the entire British force of four thousand five hundred had reached the heights. Quickly they arranged themselves in battle formation on the Plains of Abraham. The French came to meet them. The struggle was desperate but brief. The French gave way. Quebec fell.

Two Heroes. In the battle Wolfe was struck down with a mortal wound. He died thanking God for the victory. His brave opponent, the noble Montcalm,

was also wounded unto death. His last words were "Thank God, I shall not live to see the surrender of Quebec."

The End of New France. The fall of Quebec marked the end of New France. When the treaty of



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THE FALL OF QUEBEC

Great results followed this battle of the Plains of Abraham. Which results do you consider most important? Why?

peace was signed at Paris in 1763, France gave to England Canada and the territory east of the Mississippi River, excepting the city of New Orleans. That city was given to Spain and also the vast territory between the Mississippi and the Rocky Mountains.

A Military Training School. These military experiences of the colonists were to prove of great value later. Men learned about army life and how battles were fought and won. The colonists saw, too, the



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DEATH OF MONTCALM

What did Montcalm say on his death bed that shows that he was satisfied to die?

great cost of the war. Paying for the war became a very difficult problem after peace had been signed.

The Beginning of Union. The French and Indian War had another result. It united the colonies. Before the war the colonies had had little to do with one another. Now they were beginning to feel that they

had the same interests. We shall find that this spirit of union became so strong that they were able later to make their great Declaration of Independence.

FACTS TO KEEP IN MIND

1. England and France claimed the Ohio Valley. The struggle to gain control of this territory led to the French and Indian War.

2. George Washington was born in Virginia on February 22, 1732.

3. Washington served in the French and Indian War on the staff of General Braddock, thus gaining valuable military experience.

4. General Montcalm bravely defended Quebec. Nevertheless General Wolf succeeded in capturing it.

5. The fall of Quebec marks the end of France's power in America. (Treaty of Paris, 1763.) France ceded her possessions in America to Spain and to England.

6. As a result of the French and Indian War

- (a) The colonists gained confidence in their ability to manage their own affairs.
- (b) The colonists became better soldiers.
- (c) A great debt was contracted which was to cause difficulty between the colonists and England.
- (d) A feeling of union among the colonies began to make itself felt.

- (e) The English colonies, being relieved of their French enemies, felt more independent of England.
- (f) Representative government was to remain on the American continent.

PROJECTS, PROBLEMS, AND POINTS FOR DISCUSSION

1. Imagine yourself on a visit to Washington's home. Write a diary of three days spent there.

2. What sort of "rules of politeness" would a boy like Washington write? Write a series for yourself.

3. Which country had the better claim to territory in the Mississippi Valley, France or England? Explain your answer. Use the maps you have made and the maps in your book.

4. Imagine yourself a soldier with Braddock during the fight in the ravine. Tell what happened.

5. Learn by heart the lines of Gray's *Elegy* found in this chapter.

6. A monument in Quebec has the names of Wolfe and Montcalm on it. How do you explain this?

7. Which result of the French and Indian War do you think was most important for our country? Explain your answer.

CHAPTER X

LEADERS FOR FREEDOM

The Cost of War. England had paid large sums of money for the war against the French. Even after the war was over, she kept an army in the conquered territory to show that it was hers and to control the Indians. Who was to pay for the war and the expense of keeping an army in America? Parliament decided that the colonies must help pay. Attempts to enforce some old revenue laws failed. To collect the money from the colonists the statesmen in England devised a law called the Stamp Act.

The Stamp Act. According to this law the colonists must place stamps on all legal papers used. The storekeeper had to place stamps on his bills. The banker had to use stamps on his notes. The diploma received by a boy graduating from college bore a stamp. There was a stamp upon every newspaper, pamphlet, license, or deed. These stamps could be purchased only from public officials appointed to sell them.

The Effect of the Stamp Act. The people in the colonies were indignant when they heard what the British Parliament had done. Their anger with Eng-

land was growing because they believed that they were not being treated as Englishmen should be treated. English statesmen and merchants generally looked upon the colonies as a means for increasing England's prosperity. However, the colonies were prosperous although certain laws passed by the English Parliament were making the colonists dissatisfied. The



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REVOLUTIONARY MUTTERINGS

A picture of some colonists discussing a pamphlet which urged separation from England. "A government of our own is our natural right," it said.

Stamp Act made matters still worse. Thoughtful men in this country were beginning to see that the colonists would be better off without laws made in England. A famous orator, Patrick Henry, was one of the first to urge, in public, resistance to England's rule.

PATRICK HENRY

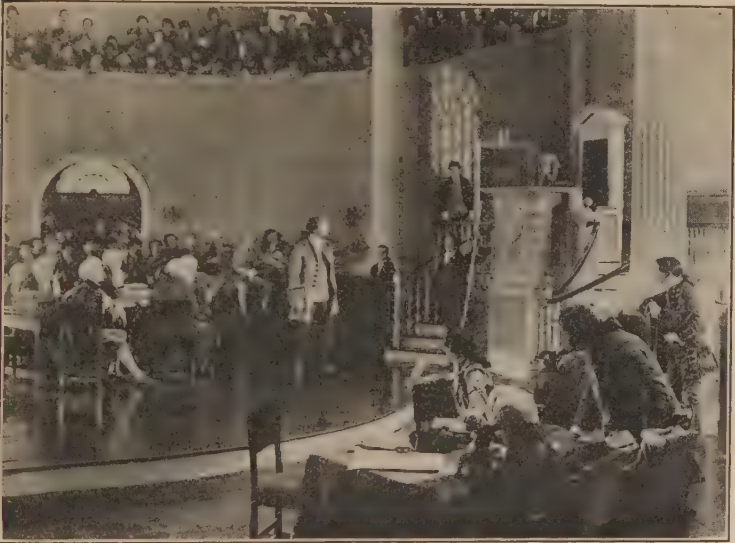
A Virginian. Patrick Henry was born in Virginia in 1736, four years after the birth of Washington. Patrick Henry went to the neighborhood school. It was not a good school nor was Patrick a good scholar. His uncle, a minister, also taught Patrick. Patrick Henry studied literature and mathematics. When not under the care of his uncle, the youth was probably away hunting. He loved the woods.

His Business Venture. As he grew to manhood, Patrick Henry had to think of earning a living. His father gave him and his brother William enough money to start a small store. The store did not pay and the partners were soon bankrupt. Not at all discouraged and with no prospects, Patrick Henry married. Again his relatives came to the rescue. They provided him with a farm but he did not succeed with that either. Then a second time he tried keeping store. Once more he failed. Patrick Henry's plight was a sad one, but nothing daunted, he decided to try law.

The Young Lawyer. After a short time spent in serious study Patrick Henry received a license to practice law. When he took the examination for a lawyer's license he did so poorly that some of the examiners said unkind things about his want of knowledge. Nevertheless, Patrick Henry began his career as a lawyer determined to do well. In the space of three and a half years Patrick Henry had argued in court more than a thousand cases. He was surely a

busy and prosperous lawyer. He was gaining a fine reputation as an orator. Soon his splendid voice was to be raised in protest against the injustice of England.

Member of the House of Burgesses. When news of the Stamp Act arrived Patrick Henry became a



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PATRICK HENRY SPEAKING IN THE VIRGINIA HOUSE OF
BURGESSES

While Patrick Henry was urging resistance to the Stamp Act the cry was raised, "Treason!" "If this be treason," answered Henry, "make the most of it."

member of the Virginia legislature, which was called the House of Burgesses. Patrick Henry felt this law to be unjust. As he cantered along the woodland road on his way to the capital at Williamsburg his

thoughts must have been on this Act. When he arrived at Williamsburg, the meeting place of the House of Burgesses, he found many of the members already there. They were for the most part rich planters. They were all dressed in the finest fashion, with powdered wigs, fine cloth coats and waistcoats, knee breeches, and stockings. Their clothes, though elegant, did not always fit well. The English merchant who had sent them to America usually had to guess the size of his customer and also his tastes. Still most of the members made a much more elegant appearance than did Patrick Henry. He, poorly dressed, and with most of his belongings in the saddlebags, rode into town, unnoticed. Later everyone talked about him.

The Rights of the Colonists. During the meeting of the House of Burgesses, Patrick Henry rose to declare that the right to levy taxes belonged only to the general assembly of the colony. He became more earnest as he went on. He denounced the methods of the English Parliament and of the king. Some of the members of the House of Burgesses were frightened. Others were shocked. "Treason," cried a voice. "If this be treason, make the most of it," answered Henry defiantly.

The Beginning of Union. The feeling against the English was growing stronger. Wise men saw that the colonies ought to come together in some kind of union. They believed that England was taking away their rights. Representatives of the colonies were

called to meet in Philadelphia in 1774. This meeting was called the First Continental Congress.

The First Continental Congress. Patrick Henry went to represent Virginia. At this meeting Henry's good sense was of great value. He explained to the colonists how they ought to feel towards one another. Before this there had been little union among the colonies. This is what Henry said: "The distinc-



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THE FIRST CONTINENTAL CONGRESS

How many of the patriots assembled at Carpenter's Hall, Philadelphia, can you count? There were fifty-six in all who eventually signed.

tions between Virginians and Pennsylvanians, New Yorkers and New Englanders are no more. I am not a Virginian, but an American."

England's Bad Management. These speeches should have been a warning to the English. But the English would not learn that the colonists had rights and were determined to fight for them. While the Stamp Act had been repealed at the request of the

English merchants and workers, other injustices had been forced upon the colonists. The king's troops in Boston were exasperating the inhabitants by their very presence. In Virginia the royal governor interfered with one of the dearest rights of free men. He would not permit the House of Burgesses to meet in the capital, Williamsburg.

The American Spirit. But the English were dealing with a new type of men—Americans. The patriots had made up their minds that they would hold their meeting. The means of defense must be considered. England would not give the colonists their rights and the colonists on their part would not submit to tyranny.

An Important Meeting. As the meeting to discuss this matter could not be held in Williamsburg, it was held in Richmond. Old Saint John's Church was the place chosen. The men who gathered in this old church on March 23, 1775, knew that there was serious business ahead. There was less joking than usual as they stood in little groups outside the church waiting for the meeting to begin. The men took their seats in the church thoughtfully. Patrick Henry sat towards the front, in the fifth pew.

Patrick Henry's Great Speech. The meeting opened. Patrick Henry arose and declared that Virginia must arm herself. She must be ready to go to war for her rights. Picture him standing there. Hear the tones of his voice. "Gentlemen may cry, 'Peace! Peace!'"—but there is no peace! The war is actually

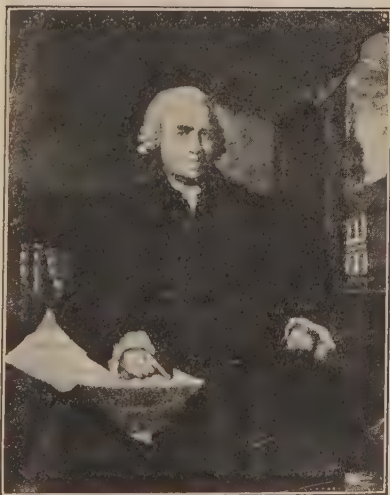
begun. The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Is life so dear, or peace so sweet as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty, or give me death!"

SAMUEL ADAMS

A Massachusetts Leader. In Massachusetts, too, resistance to English rule was becoming organized resistance. Just as Virginia had her leaders who opposed English tyranny, Massachusetts had hers. One of her greatest leaders was Samuel Adams.

The Adams Family. The father of Samuel Adams was a successful merchant who owned several ships. He was well thought of in Boston where he lived. Here Samuel Adams was born.

Student Days. School days were spent at the



From the painting in the Metropolitan Museum of Art, N. Y.

SAMUEL ADAMS

"The Father of the American Revolution"

Boston Latin School. Later Samuel Adams went to Harvard. He liked books. Athletics did not greatly interest him. Even in his college days young Adams gave signs of the talent he was to show later in opposing the British. He wrote a paper proclaiming his belief that people who are opposed to their rulers should protest against them.



From the painting in the Metropolitan Museum of Art, N.Y.

JAMES OTIS

He was called "the flame of fire"

The Influence of James Otis. Samuel Adams was strongly influenced by the opinions of James Otis, a young man about the same age as himself. Otis, like Adams, had studied at Harvard College, and, like Adams, was interested in political questions. Otis, by his splendid speeches, encouraged the colonists to resist certain oppressive laws made by the English. One practice of the English he condemned severely. The

English had resorted to extreme measures to compel the colonists to pay taxes on certain imported goods. The colonists, to avoid paying these taxes, often smuggled such goods into the

country. To stop smuggling and to be certain that the taxes would be collected, England gave the English custom officers the right to search any house where they thought smuggled goods might be kept and to seize them.

The Beliefs of Otis. Otis made a speech protesting against such methods, declaring that "a man's house is his castle." The speech made a deep impression upon all who heard it. One patriot remarked that "then and there American independence was born."

Early Career. Samuel Adams wished to make his living at law. His mother did not favor this idea because in Massachusetts at that time lawyers were not held in the highest respect. Adams gave up his ambition of becoming a lawyer. With money given him by his father he went into business. As a business man Adams was no more successful than was Patrick Henry. He soon failed. Later his father and he undertook a business venture together. For a time the profits were good. Then failure due to a law passed in England overtook them. There were many other people who suffered through this same law. Most of them became very bitter against England. The storm political was gathering.

Adams in Political Life. Adams now gave up all idea of business. He entered politics and became clerk in the Assembly of Massachusetts. When the Stamp Act was passed Adams was among those who advised the colonists to resist. To hurt English trade by refusing to buy English goods was a good

way, he thought. This action on the part of the colonists helped bring about the repeal of the hated Stamp Act.

Adams's Ideal. Adams was looked upon by the British as one of the most dangerous leaders of the colonists. The British offered him a fine position and a



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BOSTON COFFEE HOUSE BEFORE THE REVOLUTION

Imagine you were present discussing politics with the men at the nearest table. Write a letter to a friend telling of the conversation.

large sum of money if he would work for them. Adams was a poor man but neither position nor money could tempt him to be untrue to his ideals of right.

New Taxes. King George III of England determined to make the colonists pay taxes not only because he needed the money but also because he wished them to do so. A new set of taxes was imposed. A special tax was placed upon lead, glass, paint, and tea, things much needed by the colonists. Samuel Adams and his friends declared they would do as they had done before. No matter how much these taxed articles were needed, the colonists would get along without them.

American Resistance. The British on the other hand were determined that the colonists must use tea and must pay the tax. Adams and his friends were just as determined that in Boston, at least, the tea would not be accepted nor would the tax be paid. The people of Boston, therefore, made arrangements for a tea party.

The Tea for Boston. Several ship-loads of tea had been shipped to Boston. The price of this tea including the tax was purposely made low. It was to be cheaper in America than in England. The king wished to trick the colonists into buying the tea and thus paying the tax. He wanted to prove to the colonists that he had the right to tax them. But the colonists objected to the tax, not the tea.

The Governor's Determination. When Adams heard of the arrival of the ships bearing the tea, he sent a guard to see that the tea should not be unloaded. Several meetings took place to see what should be done. It was not easy to decide. In the

other cities to which tea had been sent, the inhabitants said it must go back. Back to England it went or else it was put in damp storage where it was ruined. But in Boston the matter was not to be settled so easily. At a meeting held in the Old



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THE BOSTON TEA PARTY

"Who knows," asked a patriot, "how tea will mingle with water?" The Boston Tea Party furnished the answer.

South Church representatives of six towns resolved that the tea should be sent back. The owners of the tea were willing enough by this time to take it back to England. But the English governor at Boston refused to allow them to do this. The people of Boston insisted that it must be returned.



Courtesy Henry Holt & Co.

YOUNG BENJAMIN FRANKLIN, THE NEWSBOY

The Boston Tea Party. Finally the matter was settled. At night a party of sixty men dressed as Indians rushed through the streets of Boston. Down to Griffin's wharf they ran. Here were moored the three tea ships. Every single one of the three hundred and forty-two chests of tea was smashed open and the tea dumped overboard. That was the Boston Tea Party.

An Angry King. You can imagine how angry this act made the king. The British were very stubborn about it. They insisted upon forcing the colonists to obey the laws and regulations made for them by the British Parliament. But the colonists had the kind of leaders who could help them win their rights. Besides Patrick Henry and Samuel Adams they had Benjamin Franklin.

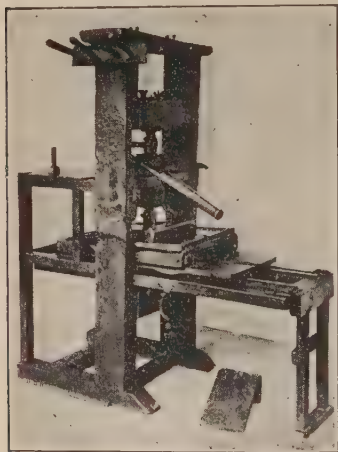
BENJAMIN FRANKLIN

Franklin and the Colonists. We have already met Benjamin Franklin. At the time of the French and Indian War he was trying to persuade the colonists to unite against the French. Now we are to see him taking part in the struggle against England.

Early Years. Like many of America's great men, Franklin was born of poor parents. His birthplace was Boston where his father struggled to earn a living for his large family. There were seventeen children in the Franklin home. Benjamin was one of the youngest. When he was still a little boy he began

to work in his father's shop making candles. Most people in those days lighted their houses with candles so there was great need of them. But the profits from candle making were small. Many candles had to be sold to make a little money. Benjamin's special work was to cut wicks and fill the molds with grease. He also learned to make soap. He did all this well, though he disliked it intensely.

Franklin's Love of Books. During all this time Benjamin Franklin had had almost no opportunity to get an education at school. His love of reading good books, however, went far to offset this handicap. Since Benjamin disliked his trade and since he loved to read, his father decided to make him a printer. So he set to work at the printing trade in the shop of his brother, who was the publisher of a paper.



FRANKLIN'S PRESS

Try to find a picture of a modern press and compare it with this one.

everything a man could do in a printing shop. He kept the shop neat by sweeping the floor often. When the paper was printed Benjamin delivered it to the

The Printing Shop. Benjamin's brother treated him unkindly. This was unjust for Benjamin was a fine worker. He did almost

people who had ordered it. He learned something about setting type and he even tried to write articles for the newspaper.

A Young Author. Franklin did not let his brother know of his ambition to write. He wrote his articles secretly. After the shop had been closed for the night young Franklin slipped what he had written under the door. His brother would find the manuscript the next morning when the shop was opened. He was glad to print what he found because it was good. He did not know that his own young brother was the author.

Franklin in Philadelphia. Sometimes brothers quarrel; the Franklin brothers did. Benjamin decided to run away and at seventeen left home to make his way in the world. Finding a vessel that was sailing for New York, Franklin went aboard her. After arriving in New York he could find no work and so went on to Philadelphia.

Franklin's Ridiculous Appearance. By the time he reached Philadelphia he was a sorry sight. His clothes, which had been poor enough before the journey, were now torn and dirty. Franklin needed no suitcase for his belongings. He had very few. An extra shirt was stuffed into one pocket and a pair of stockings into another—a very scanty wardrobe. Franklin celebrated his arrival at Philadelphia by buying “three great puffy rolls.” Under each arm he placed a roll and munched upon the third. As he passed down one of the streets a young lady seeing him

laughed at his ridiculous appearance. That same lady later became Franklin's wife.

An Excellent Workman. Franklin soon found work in Philadelphia. He was so excellent a workman that his employer began to praise him to others. Gradually people learned to know and admire this young man. All this time Franklin continued to spend



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FRANKLIN THE PRINTER

"Never be idle," advised Franklin

his leisure time reading good books. Franklin went without meat in order to buy books. All his sacrifices, however, were to be rewarded.

Franklin's Press. He had now saved enough money to buy a printing-press for himself. The manufacturer was willing to trust him for the rest of the money. Franklin now began to

publish a little paper. All the good reading he had done was now of help to him. He was able to write interesting and useful articles. Many people bought his paper.

Poor Richard. He also published an almanac called *Poor Richard's Almanac*. Richard Saunders was supposed to be the author of it but actually Franklin was "Richard." There were many wise sayings in this almanac. All his life Franklin was noted for the clever things he said and wrote. What do you think of these?

"Early to bed and early to rise
Makes a man healthy, wealthy, and wise."

"Fond pride of dress is, sure, a very curse;
E'er fancy you consult, consult your purse."

"There are no gains without pains."

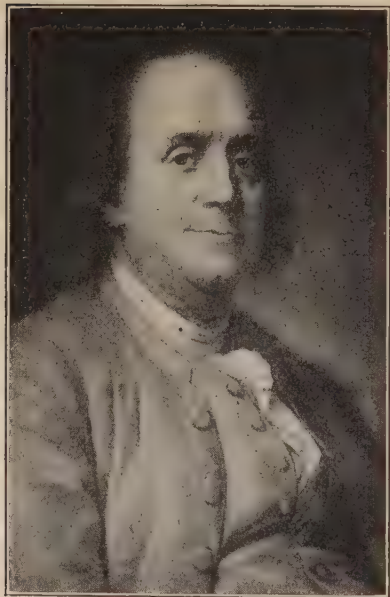
"Sloth makes all things difficult but industry all
things easy."

"Lost time is never found again."

Franklin's Stove. Franklin served his countrymen in many different ways. By inventing a stove he showed them how to be comfortable at home. Before Franklin's invention, an open fire in the old colonial fireplace was the only means of heating the house. This was a poor way for most of the heat went up the chimney. The rooms where there was no fireplace were cold in winter. Franklin invented a stove that would really heat a room.

The Public Library. The first public library in Philadelphia was begun by Franklin so that others might learn to love books as he loved them.

The Great Patriot. But Franklin's greatest work was done in the dark days of our history when we were fighting for our freedom. Franklin was one



BENJAMIN FRANKLIN

A portrait of the great patriot as he appeared during the Revolution.

of the great patriots who encouraged the Americans to throw off England's oppressive rule. He was so greatly respected that his influence helped get us the aid of France in time of dire need. The French sent us money, guns, ships, and men and helped us win the war. To Franklin belongs most of the credit for getting the help of the French. Franklin lived to be eighty-four years of age. His useful life did not end until he had had the happiness of seeing our country free.

FACTS TO KEEP IN MIND

1. The Colonists believed that England was interfering with their rights. England therefore lost the good will of the Colonies.
2. The First Continental Congress met in Philadel-

phia, 1774. Those who attended it came to discuss the rights of the Colonies.

3. Patrick Henry's great speech in Virginia, in which he said "Give me liberty or give me death," encouraged many to resist England's authority in matters of taxation.

4. Samuel Adams was the leader in Boston against the authority of the British.

5. Benjamin Franklin tried to teach the Colonists the importance of being united.

PROJECTS, PROBLEMS, AND POINTS FOR DISCUSSION

1. Explain what is meant by the Stamp Act. Name as many articles as you can on which we pay a stamp tax today.

2. Recite the part of Patrick Henry's speech that occurs in this book.

3. Describe what occurred at the "Boston Tea Party." Do you think the Colonists acted properly? Explain your answer.

4. Was the First Continental Congress important? Give reasons for your answer.

5. Make a list of interesting events in Franklin's life. Plan a dramatization of Franklin's life, to be acted in your classroom.

6. Draw stick figure pictures of the most exciting events described in this chapter.

CHAPTER XI

THE FIGHT FOR FREEDOM

The Spirit of the Colonies. The Boston Tea Party made the British very angry for it meant a loss not only to the owners of the tea, but also to the English government through the loss of the tax. But far more than this, the affair was a very serious act of defiance which the king had no intention of overlooking. The people of Boston should be taught to obey their British masters. The port of Boston was therefore declared closed.

Boston Port Bill. England's idea was that closing the port of Boston would bring the people more quickly into submission. At least the port could not be closed without causing serious suffering. Much of Boston's food supply came by way of the harbor. Commerce was an important source of Boston's prosperity. Were commerce to cease many people would become bankrupt.

Aid from the Sister Colonies. When the people in the other colonies heard of the plight of their friends in Massachusetts they planned to aid them. Food supplies were sent overland to Boston so that the people would not have to go hungry. The leading

patriots thought that a meeting of representatives from the different colonies ought to be held. Something must be done to safeguard their rights against British tyranny.

The Continental Congress. As we have already seen, a meeting was called to take place in Philadelphia. The idea of this meeting was to unite the colonies so that they could resist England. Wise men were beginning to see that England meant to play the tyrant. The only chance the colonists had to preserve their rights was to stand together and refuse to obey all unjust laws. This meeting of the representatives of the colonies was called the First Continental Congress. It was held in Philadelphia in 1774.

First Continental Congress. The meeting in Philadelphia accomplished some useful things. The members of the congress saw the necessity of being united. They practically denied the right of King George III to tax the colonies. They also declared that the colonists could govern themselves without any help from England.

General Gage's Measures. Meantime events in Massachusetts were moving rapidly. General Gage, the British commander in charge of the troops at Boston, began to suspect serious trouble. He knew that as long as the Massachusetts Assembly was allowed to meet it would devise ways to outwit orders from England. He told members of the legislature that they could no longer meet. But the

patriots had no intention of respecting this order. They met to plan armed resistance.

Paul Revere. The patriots gathered what ammunition they could, hiding it at Concord, near Boston. Companies of men who would fight at a minute's



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PAUL REVERE

Paul Revere giving the warning that "the 'regulars' are coming."

notice were organized secretly. *Minute Men* they were called. Despite all the care to keep these preparations secret, the British learned what was going on. A force of British soldiers was sent from Boston to Concord to capture the supplies which the Americans had collected. News of the British plan reached

the patriot Paul Revere on the evening before the British were to make the capture. Paul Revere mounted his spirited charger. His steed needed no spurring. Along the road on which the British planned to march galloped Paul Revere, warning the patriots of what was to come.



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LEXINGTON

"There on the green lay in death the gray-haired and the young;
the grassy field was red 'with the innocent blood of brethren
slain.' "

Lexington, April 19, 1775. The Minute Men thus warned hurried to the appointed meeting places. At Lexington, seventy silent determined men were drawn

up on the green. The sun was just rising. Captain Parker of the Minute Men spoke a few words to his soldiers. "Stand your ground! Don't fire unless fired upon, but if they mean to have war, let it begin here."



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CONCORD

War. The British meant war. A detachment of British Redcoats marched into Lexington. The Americans were there, ready. Major Pitcairn, the British commander, called out, "Disperse, ye rebels, disperse." Not a man moved. The order was given, "Fire!" Eight Minute Men fell dead. The fight for freedom had begun. The British went on to Con-

cord, the Americans having given way before the superior force of the enemy.

Battle of Concord. At Concord, four hundred Minute Men met the British regulars:

“By the rude bridge that arched the flood,
Their flag to April’s breeze unfurled,
Here once the embattled farmers stood,
And fired the shot heard round the world.”

The enemy fell back to Lexington. Methods new to the British were employed by the Americans. They fired at the fleeing British from “behind each fence and farm yard wall.” The British regulars finally turned and fled to Boston.

The War for Independence. The news that war had begun spread through the colonies like prairie fire. Men on swift horses bore the news from town to town. In the south the boatmen on the rivers urged forward their clumsy craft so that the word might the sooner reach the men on the plantations. Everyone was excited. Meetings were held to discuss how best to carry on the war. Ships had to be fitted out, supplies collected, and money raised. The war was on. What would be the outcome?

The Battle of Bunker Hill. Boston was in the hands of the British. The first thing for the Americans to do was to get the British out of Boston. This was a big undertaking but the Americans intended to accomplish it. The American commander gave orders that the heights above Boston should be

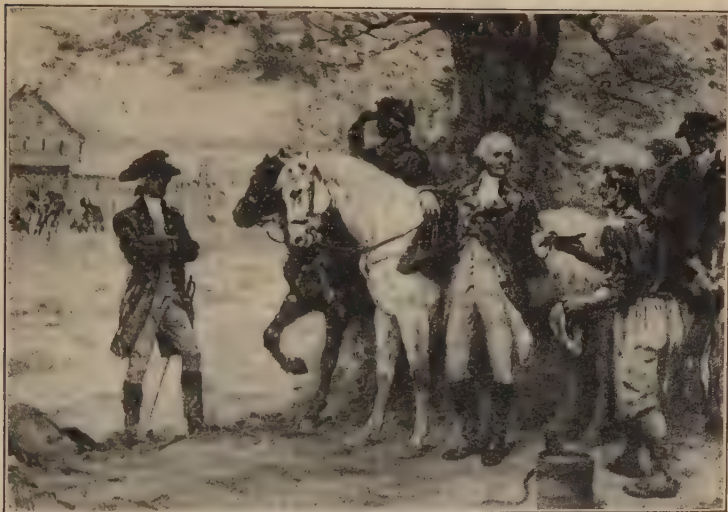
seized. The British could not safely stay in the city if the Americans occupied the heights. The Americans fortified the heights by making defenses of earthworks. They worked during the night to complete their fortifications. The night passed and with dawn came the beginning of the battle.

The British Assault. The British soldiers approached within a few yards of the American line. Then came that awful fire. The lines wavered and gave way. A second charge was made. Again followed that same scorching fire. Once more the British fell back. A last desperate attempt was made.

The Retreat. This time the British took the hill, but only after the Americans had spent their last grain of powder. The brave patriot force retreated. The British had the hill; the Americans had the glory. They had taught the British that they could fight. They were fighting for something dearer than life—freedom.

George Washington—Commander-in-Chief. The news of the brave stand of the patriots at Bunker Hill cheered the Americans as it exasperated the British. Two days before, George Washington had been made commander-in-chief of the American Army. He was on his way from Philadelphia to Boston when the news of the battle reached him. Anxiously he asked about the battle. "Did the militia fight?" "They did," was the answer. "Then the liberties of our country are safe." Indeed American liberty was safe for the cause was in the hands of the immortal Wash-

ington. Within a year Boston was in the possession of the Americans. Howe sailed away from Boston to Halifax taking the army with him. A few months



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WASHINGTON ON HIS WAY TO ASSUME COMMAND OF THE CONTINENTAL ARMY

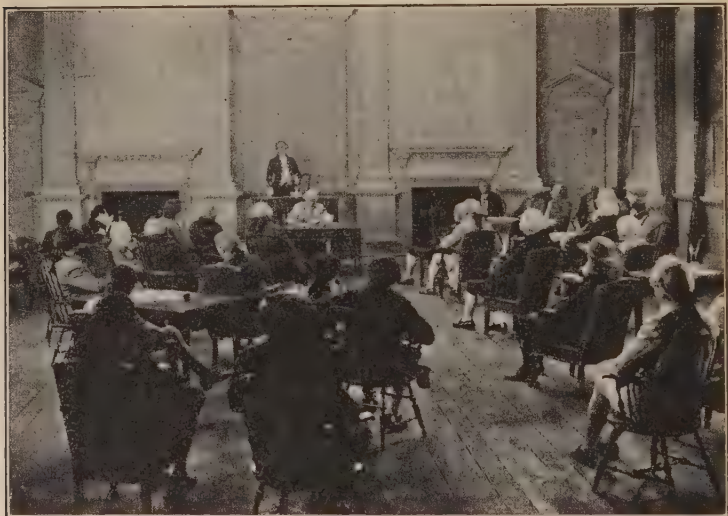
How would a general on such an errand travel to-day?

later the American colonies declared their independence of England.

THE DECLARATION OF INDEPENDENCE

American Freedom. Once the war had begun, it became clear to many of our leaders that we ought to be free from England forever. At the Continental Congress the question was debated. Finally a com-

mittee was appointed to draw up a document. Thomas Jefferson wrote the declaration in simple language. This document is the Declaration of Independence. It contains the ideas about government that the Catholic Churchmen had taught for more



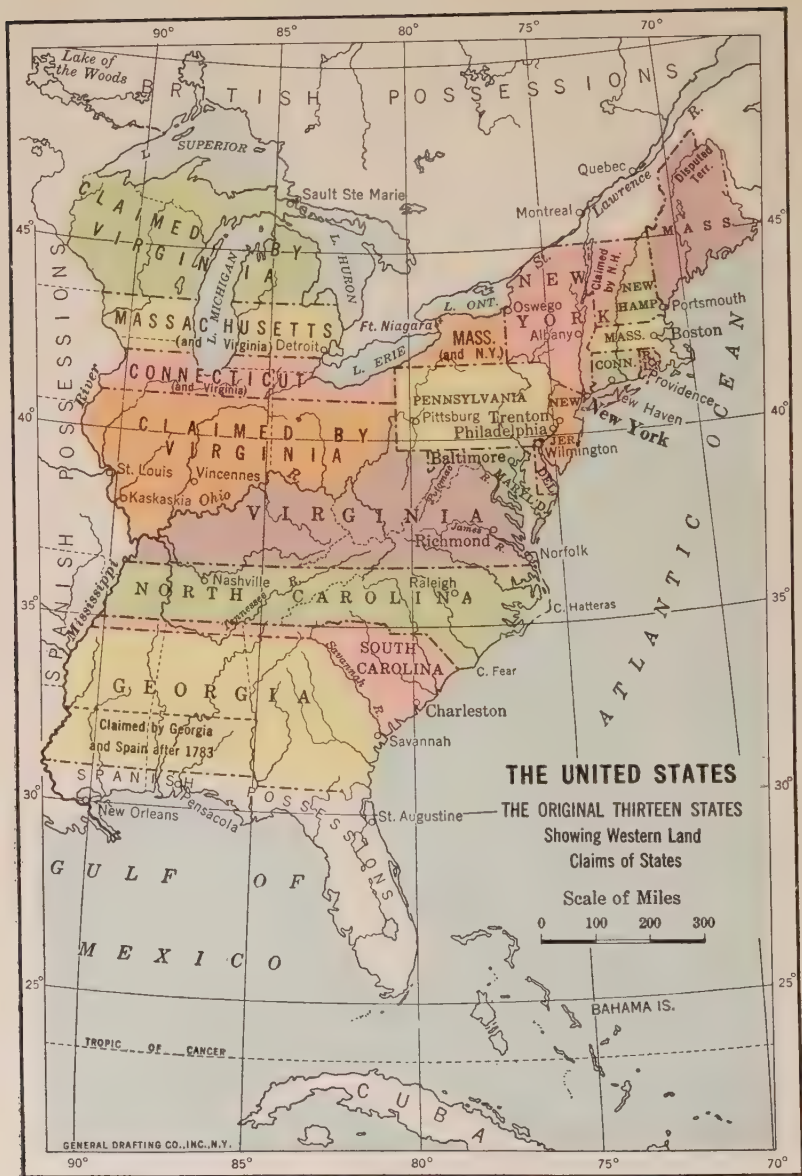
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THE ADOPTION OF THE DECLARATION OF INDEPENDENCE

"We hold these truths to be self-evident—that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness."

than a thousand years. The Declaration of Independence was adopted July 4, 1776. This date, then, is really the birthday of the United States of America.

The Courage of Our Statesmen. The Declaration of Independence is a wonderful document. Those



who signed it had great courage. In the eyes of the British they were traitors. But our statesmen, as well as our soldiers, were willing to risk everything for freedom.

The Signing of the Declaration. John Hancock was president of the Continental Congress. He signed first in large writing. He said that he wanted King George to be able to read his signature without spectacles. Someone remarked to Benjamin Franklin, "We must all hang together." "Yes," answered Franklin, "or we shall all hang separately." At last we were a free nation but we had to make good our claim to freedom by defeating England. This we did. But it took time and untold suffering.

THE LONG STRUGGLE

The Campaign in New York. The freeing of Boston was only the beginning of the long fight. Howe had left Boston to the Americans and gone on to Halifax. He planned to take New York next. Washington set about the big task of holding New York.

Howe's Opportunity. Everything pointed to Howe's success. He had a splendid well-drilled army. Washington's was smaller, poorly-clad and ill-fed. Many of his troops had had no experience. The experienced Minute Men and the Massachusetts militia did not all remain with Washington's army.

The Battle of Long Island. The Americans met the British at the Battle of Long Island. The Amer-

icans being outnumbered lost the battle. It was a dark moment, for the British now had a chance to capture Washington's whole army. Right here Howe made a mistake.

Washington's Promptness. Howe was absolutely certain of victory. Meanwhile Washington had crossed



BATTLE OF LONG ISLAND

What conclusion do you reach from seeing so many different kinds of uniforms on the soldiers of the American army?

over to Long Island from New York and had begun to direct affairs himself. He knew that Howe's big force could defeat the Americans. In the harbor lay the British fleet that might cut off a retreat to New York. Quick action was necessary.

A Skillful Retreat. Washington issued orders to secure all the boats along the river bank. After nightfall Washington's army of some ten thousand

men, with most of their equipment, stole across the river to New York. All night long the boatmen stuck to their tasks. The men in charge of the boats were the hardy fishermen from Gloucester and Marblehead in Massachusetts. All the while Washington himself directed the retreat. Before morning the last of the army hidden by a friendly sea-fog had left Long Island. It was a narrow escape for the Americans.

Nathan Hale. Washington's army was still in grave danger. The British had every advantage. Washington's greatest need now was to know what the British intended to do. He discovered a man who was willing to find out. This brave young man was Nathan Hale.

A Youthful Schoolmaster. Nathan Hale was born in Connecticut. Hale was known for his studious habits as a boy. He went to Yale College where he distinguished himself in his studies. As he had always been fond of books, he decided to devote his talents to one of the most honorable of professions, that of teaching.

Captain Nathan Hale. Hale had joined the American army in the beginning of the war. When leaving home he told his father that "a sense of duty urged him to sacrifice everything for his country." Although he was hardly more than a boy, he was soon advanced to the rank of captain. This was the man who volunteered to get the information Washington so badly needed.

A Dangerous Mission. Disguised as a schoolmaster Hale made his way into the British lines. He went about observing the number of soldiers and their equipment and making note of everything he heard concerning the British plans.



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THE DEATH OF NATHAN HALE

What in this picture makes you think that Nathan Hale will die as he had lived, a hero?

Hale's Misfortune. Hale was just ready to return to Washington when some of the British grew suspicious of this schoolmaster. He was arrested as a spy. Upon searching him the British found papers hidden in the soles of his boots. On these slips of paper was

written the information that Washington had sent him to get.

A Brave Man. Hale was sentenced to be hanged. He asked for a Bible; this request was refused. The farewell letters he wrote to his mother and friends were destroyed. But he died magnificently brave. His last words will always be remembered, "I only regret that I have but one life to lose for my country." The British could never conquer an army that had in it such men as Nathan Hale. The spirit of Nathan Hale helped our troops win a splendid victory during the winter of 1776.

Christmas, 1776. It was Christmas, 1776. In the city of Trenton were the British and the Hessians, the hired foreign troops. They were celebrating the day with feasting and drinking. When they grew tired they lay down on nice warm beds. Across the Delaware River were the Americans who were miserably fed and almost without shelter.

The Patriot Force. From his entire force Washington took the best twenty-four hundred men—his whole force numbered only about three thousand—and began to put his plan into effect. He intended to recross the Delaware to the enemy's side of the river.

The Beginning of the Movement. At nightfall the movement began. The fishermen of Marblehead managed the boats as they had managed them before in the retreat from Long Island. All their skill was



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CROSSING THE DELAWARE

How did Washington show good management in the making of this crossing?

needed. The river was filled with huge blocks of ice which were hurled against the boats by the fury of the current. At eleven o'clock snow and sleet began to fall. Throughout the long night the boatmen held to their task. Having arrived at the other side of



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BATTLE OF TRENTON

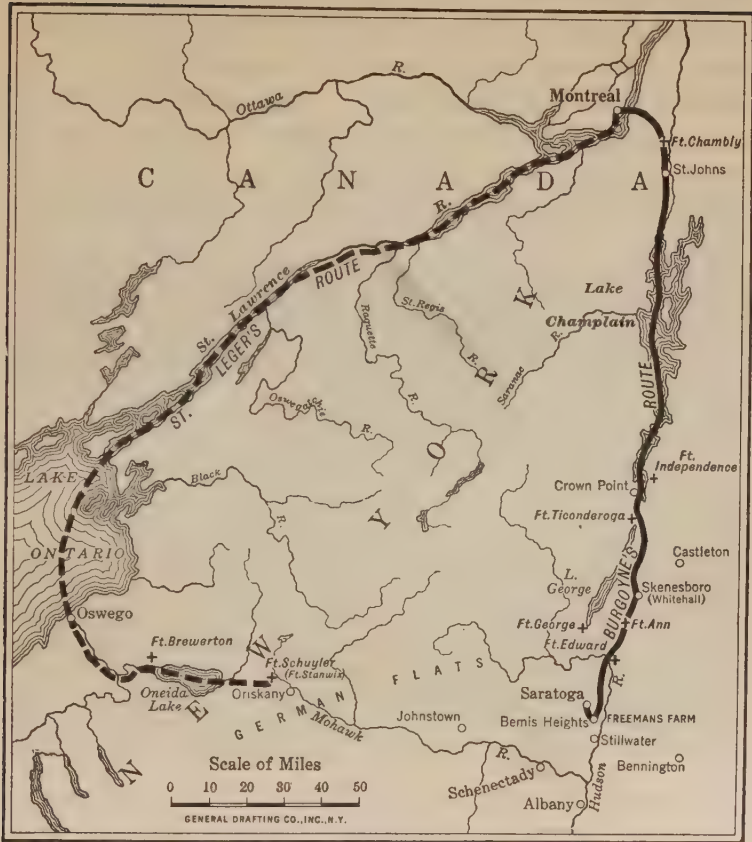
Explain why this battle is taking place in the streets of Trenton the river, Washington's force began the nine miles' march to Trenton very early in the morning. As many of the men wore broken shoes the path of the Americans was marked by the bright red spots of blood that stained the snow. The army was in

wretched condition. One might easily believe that it would be impossible for them to fight. Evidently Washington did not believe in impossibilities.

The Army in Position. As the Americans closed in upon Trenton the army was divided. One part was in charge of General Sullivan. Washington remained with the other directing the whole attack. The sun was now up but the Hessians still slept soundly. They were awakened suddenly by the pounding of Washington's cannon. Washington took terrible risks but he felt that everything depended on this victory. Thirty-five minutes of fighting and it was all over. To achieve this glorious victory the Americans had braved the dangers of the ice-filled river besides hours of hard marching over snow and ice. How they were able to withstand this test it is hard to say.

The Turning of the Tide. The victory at Trenton cheered everyone on the American side. In the fall of the following year the Americans won another victory which was even more important than the victory at Trenton. This later victory occurred at Saratoga in 1777.

A Most Important Victory. The British thought that they had a plan that would bring disaster to the American cause. The plan required that General Burgoyne was to invade New York from Canada by way of Lake Champlain and the Hudson Valley. A second British army was to advance from New York City to meet Burgoyne's army. A third army was to invade New York by way of the lakes and the Mohawk Valley



THE ROUTES OF ST. LEGER AND BURGoyNE

The British planned to cut off New England from the rest of the Colonies. To do this an army under St. Leger was to follow the route marked on the map and continue on to Albany to be joined by Burgoyne's force. The plan was a total failure because of the defeat of St. Leger and the capture of Burgoyne's force.

and meet the others at Albany. The idea was that New England would be thus cut off from the rest of the colonies. Each section could then be easily subdued. But the plan was a complete failure. The army that was to cross the Mohawk Valley was defeated at Fort Stanwix. The army that was to march north from New York City never even started but went over and captured Phila-



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FRANKLIN AT THE COURT OF THE KING OF FRANCE

Of the many services rendered by Franklin to his country none was more important than gaining the help of the French king.

delphia instead. General Burgoyne with the main army was obliged to surrender his entire force and large stores of supplies. As a result of this victory France decided to help us by sending an army and a fleet.

Though victory for the American cause seemed nearer, Washington's many troubles were by no means over.

Valley Forge. At the approach of winter in the year 1777, Washington led his army into Valley Forge, Pennsylvania. Here the army set up winter quar-



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GEORGE WASHINGTON PRAYING AT VALLEY FORGE

A Quaker reported: "I heard him pray . . . out in the woods to-day and the Lord will surely hear his prayer."

ters,—but what winter quarters! The men lived in rude shacks or in shelters made of leafless boughs. The winter was unusually cold so that these miserable huts afforded almost no protection. Of food there was very little. Even the animals fared badly. The horses starved to death. Men had to be harnessed to

provision wagons to transport the little food that could be obtained. Most of the soldiers were only half clad. Many were without shoes. Washington saw all this and it nearly broke his heart. But he prayed for help and never gave up hope.

Leaders and Helpers. Support for the patriots came in different ways. During the dark days of Valley Forge when money was absolutely needed to save the American cause, Robert Morris went from door to door in Philadelphia to collect money. The women helped by making clothes for the soldiers. Betsy Ross made the American flag of stars and stripes. Women took part even in the fighting. Molly Pitcher's exploits at Monmouth are famous. According to one account Molly's husband who was feeding a cannon was wounded during the course of the battle. Molly took his place at the gun and so had a share in the victory.

NAVAL HEROES

John Barry. The first great name in the story of our navy is that of John Barry. John Barry was born in County Wexford, Ireland. He had the craving for the sea that so many boys felt in his day. When still very young Barry went to sea. He must have been a good sailor for he was but a young man when he was made commander of a vessel. Meantime he had visited America and liked this country so well that he decided to live here in Philadelphia.

First Naval Officer. When war broke out, Barry resolved to fight for the American cause. He offered

his services to Congress. The offer was accepted and Barry was given the first commission in what was to become the United States Navy. Barry's ship, the *Lexington*, started on its way. The *Lexington* met and captured the *Edward* of the British navy. This, the first naval battle of the war, was an American victory.

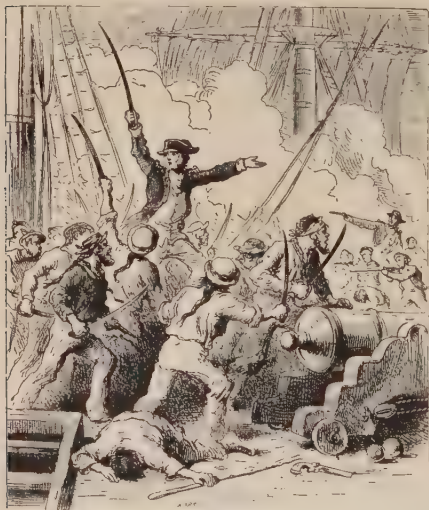
The British Blockade. After this victory Barry returned to Philadelphia where he was given a new vessel. He found out that the British, seeking revenge, had corked up his ship in the Delaware. He could not escape for British war vessels blocked the way. The British ships also protected the vessels that were bringing supplies for the British army. Barry planned to outwit the British.

A Daring Feat. Selecting skilled oarsmen on whom he could rely in any danger Barry put his plan into action. Four boat-loads of trusted men started down the Delaware at night. They rowed noiselessly. The oarlocks had been muffled so that not a sound was heard. At sunrise Barry found that he was within hailing distance of a British man-o'-war. She was convoying four supply ships. Everything happened quickly. Barry and his little boats rowed for the man-o'-war. They reached her right speedily. In a few minutes Barry's men were on her decks. The British were so taken by surprise they forgot to fight. The warship surrendered.

The Capture of the Transports. With as little trouble Barry captured the four transports. Barry

ordered the five captured vessels to proceed to the American fort. Both British and Americans agreed that Barry's plan was a perfect success.

The Raleigh. Barry now took command of the *Raleigh*. She carried twenty-two guns. He left Boston on this gallant ship, September 25, 1778. All his



BOARDING AN ENEMY SHIP

Captain John Barry leads the attack

men had agreed that they would never let the British capture them. Two days later Barry's vessel met a British ship much larger than his. She carried fifty guns. Not in the least frightened Barry gave battle. His brave crew was giving a good account of itself when another British vessel joined the fight.

It was two against one. Barry knew he must lose the battle. Hoping to keep the British from getting his ship, Barry set fire to her and ran her aground. He and nearly all his crew escaped.

The Last Naval Battle. Towards the close of the war Barry was given command of the *Alliance*. She was so called in honor of the fact that France had

become our ally. The American representative sailed for France on this ship. He went there to discuss business of importance to our cause. On the return trip, Barry twice delayed long enough to defeat or capture four British vessels. Barry also had the honor of fighting and winning the last naval battle of the American Revolution.

The Father of Our Navy. Some time after we had won our independence Congress established the United States Navy. The first officer to be commissioned was Captain John Barry. Barry directed the building of the American warship the *United States*. He was in command of her until he left the navy to spend his last days in Philadelphia. Americans remember gratefully Captain John Barry as the Father of the American Navy.

John Paul Jones. Another great name in the history of our navy is that of John Paul Jones who was born in Scotland. At first he called himself John Paul. Later he added Jones. He was two years younger than John Barry. His early home was near the sea. He was only a boy when he joined a ship. His first long voyage took him to America where he went to live with his brother.

Lieutenant Jones. As soon as the Revolution began John Paul Jones was eager to be in action against the British. At first he was a lieutenant in our navy. After a time he was promoted to be commander of a vessel. Then he began to give the British a great deal of trouble.

Jones's Ship. John Paul Jones found himself in command of a ship that could hardly float. She was an old French East-Indiaman which had been condemned as useless even for merchant service. Jones decided to convert the ship into a battleship. He placed on his ship a battery of forty guns, most of them as poor as the vessel itself. He renamed the ship *Bon Homme Richard* in honor of Benjamin Franklin. The name was the only good thing about the ship. With this old craft Jones was able to capture several prizes. Then he found himself in a fierce naval battle against the British ship *Serapis*.

The Coming of the Enemy. Towards evening of a late September day Jones sighted a fleet of forty-one ships. It was a British merchant fleet coming from the Baltic Sea. Two British warships were convoying the merchantmen. The larger of the warships, the *Serapis*, and Jones's ship were soon engaged in one of the most thrilling sea-fights that has ever occurred.

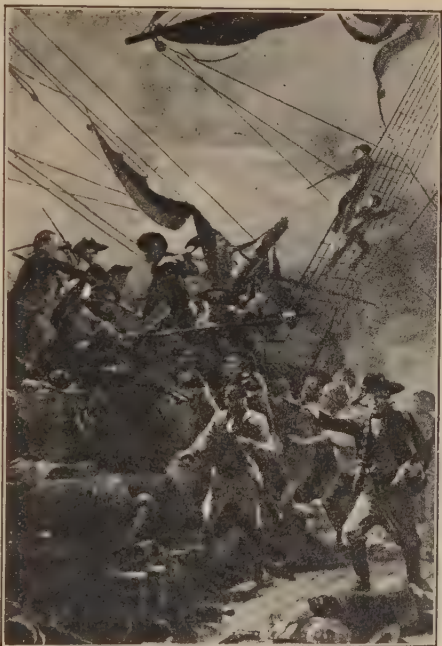
The Serapis. The *Serapis* was under an English commander who wanted to fight. He was proud of his ship and well he might be, for she was a smart craft and new. She mounted more guns than the *Bon Homme Richard* and indeed was superior in everything except in her commander.

The Beginning of Action. The fight began. On the first fire many of Jones's guns burst. They were not strong enough to withstand the charge. It was getting dark. The sun had set more than an hour before. The chances were in favor of the English ship.

The Faltering Richard. Jones gave orders to bear down on his rival. Meantime the holes in the rotten sides of his vessel began to let in water. Jones had about one hundred and fifty English prisoners on board. These were ordered to man the pumps. So the *Bon Homme Richard* still floated.

American Pluck. The two vessels came together. They were so close that the muzzles of their big guns touched. The British captain, thinking that Jones was ready to surrender called to him, "Have you struck your colors?" "I have not yet begun to fight," answered Jones. The British soon learned that he spoke the truth.

A Bitter Battle. The two ships were lashed to each other. The Americans tried to set fire to their



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JOHN PAUL JONES IN HIS MOST FAMOUS FIGHT

"I have not yet begun to fight." Describe the events leading up to this declaration.

rival. Flaming oil-soaked rope was thrown on the decks of the *Serapis*. Ten or more times the British had to put out the fire. The *Bon Homme Richard* also took fire. Gradually the tide of battle turned in favor of the Americans.

British Defeat. The British were getting the worst of it. At last the British commander surrendered. Jones and his crew worked with might and main to move their wounded to the captured British ship. Hardly had the last man left the American vessel when she sank.

Barry and Jones. This victory made Paul Jones famous and brought great credit to our navy. The victories of Barry and Jones were of great help to the American cause. The example of these brave men has been and always shall be an inspiration to the officers and men of the United States Navy.

FINAL VICTORY

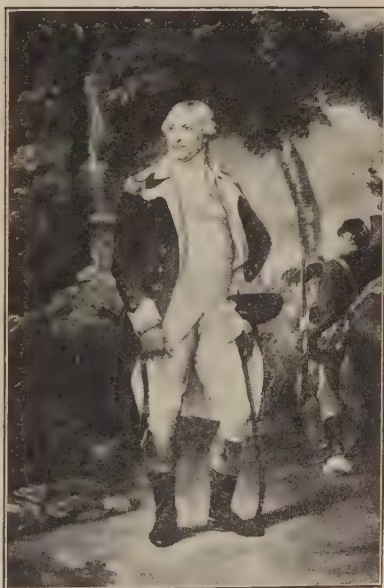
The End of the Struggle. The war, however, was by no means over. The British, though defeated in the north, determined to battle with the Americans in the south. At first the superior leadership of the British brought about the defeat of our forces. But the campaigns in the south soon were in charge of capable Americans.

Leaders in the South. There was Nathanael Greene, a fine fighter, to uphold America's cause.

There were Daniel Morgan and his famous riflemen. Morgan's men were Indian fighters and backwoodsmen who knew the methods of wilderness fighting which the British did not know. They were hardy men, accustomed to exposure and long marches. There were brave Stephen Moylan and General Marion, the "Swamp Fox," who gave the British a great deal of trouble. Thomas Sumter was another splendid fighter. Cornwallis called him one of the "greatest plagues."

Foreign Friends.

The Americans too had the help of foreign soldiers. The gallant Lafayette of France had come to fight for us. "As soon as I heard of American Independence, my heart was enlisted," he said. Baron Steuben, a fine drill-master, had come from Germany. He did much to teach order and discipline to the Continental Army. Kosciusko and Pulaski, soldiers from down-trodden Poland, had joined our ranks to fight for liberty. Pulaski gave his life for the cause.



From the painting in the Metropolitan Museum of Art, N.Y.

GENERAL GREENE

Greene by his strategy upset the British plans for the conquest of the South.

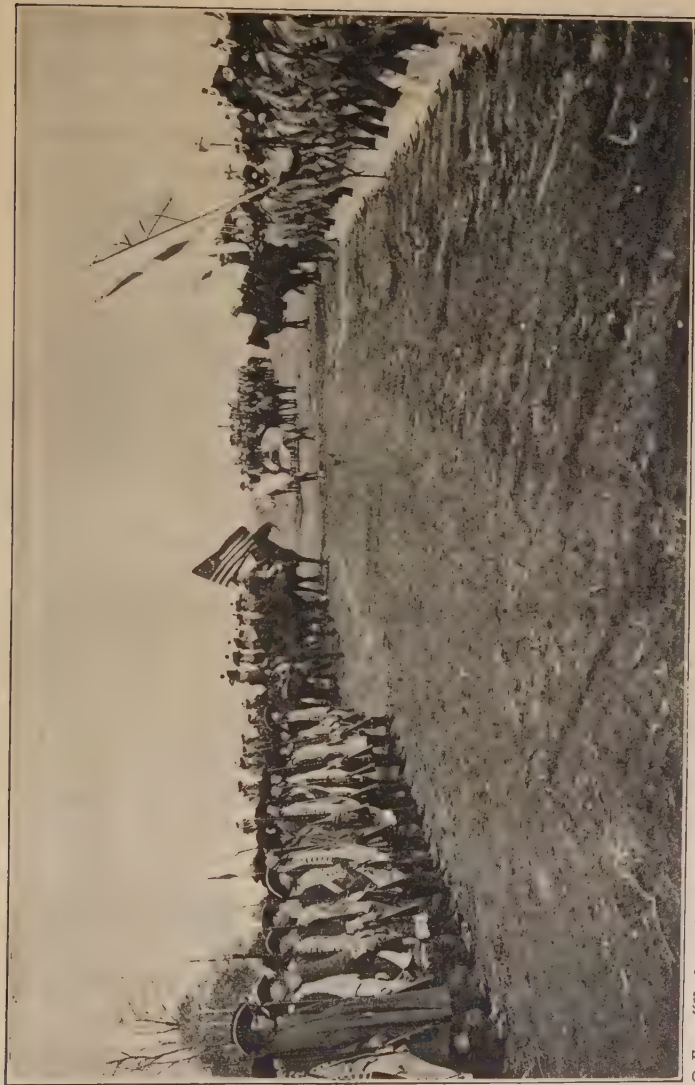
There were other heroes less famous; hundreds of Irish soldiers fought to win freedom for us.

The End of the British Power. The year 1781 saw the struggle still in progress. The British had been fighting desperately now for six years but the colonies had not been subdued. They refused to be



CAPTURE OF STONY POINT BY GENERAL ANTHONY WAYNE
General Wayne's headlong courage earned for him the name
"Mad Anthony."

beaten. Foreign countries continued to show friendship for us. Spain showed the colonies that she wished them to succeed. France was even more friendly. France aided us by sending an army and warships. Indeed the French warships helped bring about the surrender of the entire British army at Yorktown.



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THE SURRENDER AT YORKTOWN

Imagine yourself one of the American soldiers in this picture. Describe what took place here.

The Patriots' Opportunity. Rochambeau and the French army were watching Cornwallis at Yorktown. Washington and his little army joined the French, surrounding the British by land. The French fleet prevented the British escape by water.

Yorktown. The British had entrenched themselves on a high position. Up to their fortifications rushed the Americans. One of the first Americans to take a British defense was young Captain Alexander Hamilton. The fighting became furious. The Americans fought with superb courage. The British fought bravely, too, but theirs was a lost cause. Cornwallis saw that he could not win; nor could he escape. Only surrender was left.

The End of British Control. Cornwallis was beaten. A British statesman said, "It is all over." He was right. Washington had brought victory to the American arms. Our just cause had triumphed. Our country was free. The thirteen colonies had made good their "Declaration of Independence."

FACTS TO KEEP IN MIND

1. The war for American freedom began April 19, 1775, with the Battle of Lexington.
2. George Washington was appointed commander-in-chief of the American forces.
3. On July 4, 1776, the members of the Continental Congress adopted the Declaration of Independence.

This document states that the people of the Colonies no longer acknowledged England's right to rule them.

4. The surrender of the British army at Saratoga encouraged France to send us aid. We were greatly helped by the services of the gallant Frenchman, Lafayette.

5. We must remember Kosciusko and Pulaski of Poland, De Kalb and Steuben from Germany, besides many brave men from Ireland who fought in the Continental Army to make us free.

6. The American navy was directed by John Barry and John Paul Jones.

7. The surrender of Lord Cornwallis at Yorktown brought the war to a close. England was forced to recognize our independence.

PROJECTS, PROBLEMS, AND POINTS FOR DISCUSSION

1. How did Washington's earlier military experience help him as Commander-in-chief in the Revolution?

2. Imagine yourself looking in a window of Independence Hall on July 4, 1776. Describe the scene, telling how the room looks, who are there, how they are dressed, what they are doing.

3. If there is a monument in your town commemorating an event in the Revolution, visit it. See whether the story of it is written in this book.

4. Write a brief account of the Battle of Trenton, as if you were one of the American soldiers in the battle.

5. Fishermen were of great service in the Revolution. Explain this statement.

6. Which difficulty was the greatest of those Washington had to meet? Explain your answer.

7. Who had the more thrilling experiences, Jones or Barry? Give reasons for your answer.

8. From the standpoint of Washington describe the last battle of the war.

9. Make a list of the men you admire most in this chapter. After each name write the thing you admire most about him.

10. Read Longfellow's *Paul Revere's Ride*. Read *Grandmother's Story of Bunker Hill Battle*, by O. W. Holmes. Ask your teacher to read to you Finch's *Nathan Hale*.

CHAPTER XII

THE WESTWARD MARCH

The "West" of the Early Days. At the time of the Revolution the people of the colonies thought of the "West" as the country just beyond the Appalachian Mountains. It was not well known. Few had seen it. Soon, however, this "West" was to become better known. Pathfinders like Daniel Boone were to blaze a trail to be followed by thousands of settlers.

DANIEL BOONE

The Boone Family. Daniel Boone's father was a Quaker who lived in England. Having heard enthusiastic reports of America, Friend Boone came here to make his home. He settled in the wilderness of Pennsylvania. As there were few homes in this section the Boones lived pretty much by themselves. Though the soil was not good, the woods were full of game. A plentiful food supply was assured for the eleven Boone children, all of whom had good appetites.

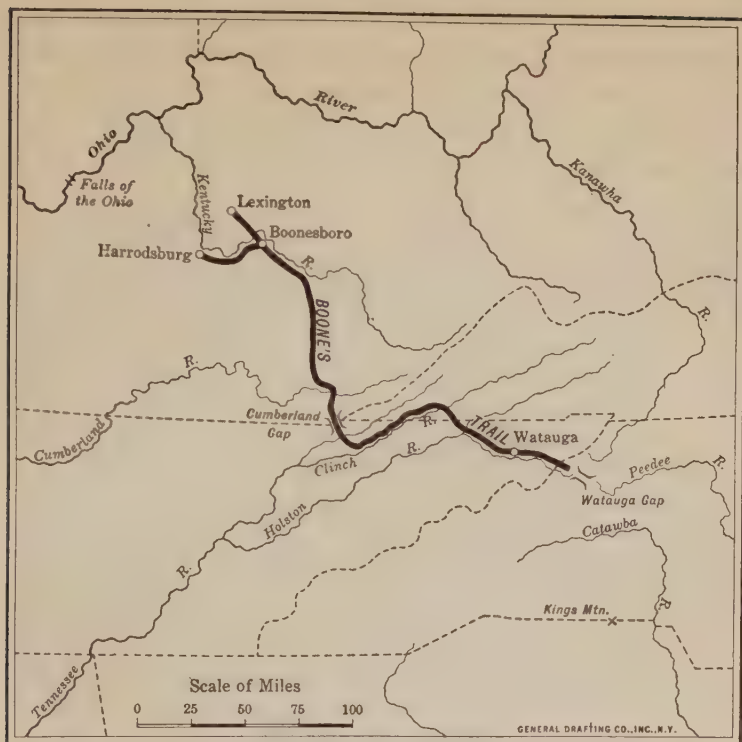
Love for the Woods. Daniel Boone spent most of his boyhood studying the forest and the ways of its furry and feathered inhabitants. He was never so

happy as when alone in the woods waiting for a shot at a rabbit or a deer. Daniel did not attend school regularly. He learned to read and write only imperfectly and his spelling was poor.

The North Carolina Home. After a time the Boone family decided to leave Pennsylvania for North Carolina, where they staked out a claim on the Yadkin River. Here Daniel met a young lady who was willing to marry him. The young couple settled down on a small farm. For six years Daniel Boone worked his farm, dreaming meanwhile of the woods and new hunting grounds.

Love for Exploring. Boone was not altogether satisfied with farm life in North Carolina. He preferred going off on exploring expeditions. Most of his time was spent away from home. One time Boone with a companion made his way westward into the wilds of Kentucky. Boone and his friend were enjoying themselves in the forest. They believed that there was no white man within miles of them. Very much to Boone's surprise two hunters approached his camp. To his utter amazement he saw his younger brother, Squire, approach. The other man was a hunter from the old home in North Carolina. Boone had been absent for many months and was delighted to get tidings from home. Squire had with him that which Boone badly needed, a supply of powder and of lead, so they planned to explore farther.

A Tragedy in the Woods. The joy over this meeting of the brothers was soon changed to sadness.



BOONE'S TRAIL INTO THE WILDERNESS

Shortly after the arrival of Squire, Daniel Boone and his companion were attacked by Indians. By a lucky chance Boone escaped. Boone's unfortunate companion was scalped. Squire's companion perished in the woods. The two brothers were alone now and almost without supplies. It was decided that Squire should return home for supplies and come back as soon as possible.

Wilderness Fare. Meantime Daniel Boone remained in the wilderness absolutely alone. His chief article of diet was game. He did not even have salt to season it. He had no white bread nor sugar. For three months he remained in the dense woods awaiting the return of his brother.



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BOONESBOROUGH

Which would you choose as a place to live, early Plymouth or Boonesborough? Give reasons for your answer.

Pioneer Qualities. Squire came back at last. The brothers continued to hunt and explore. When they had as many skins as their horses could carry, they turned homeward. They arrived at the Boone farm on the Yadkin. Daniel had been away two years. You would think that he would wish to remain in

North Carolina to enjoy some home comforts. Instead, Boone resolved to return to Kentucky. He was one of the American pioneers. Of such sturdy stuff were these pioneers made that they hated ease and loved hardship.



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READING THE DECLARATION OF INDEPENDENCE IN THE BACKWOODS

Boonesborough. Boone explained to his two brothers the advantages of moving to Kentucky. They were impressed by what he said. He hoped to encourage several families to form a party for the settlement of the new country. In the year 1773, the Boone brothers began their journey into the western wilder-

ness. Later they were joined by five other families. Delays caused by the hostility of the Indians kept the party constantly worried. The path by which they went into Kentucky became known as the "Wilderness Road." It was the first road across the mountains. About two years after leaving Carolina the party reached the banks of the Kentucky River, a place suitable for a settlement. This was the beginning of Boonesborough.

Dangers on the Frontier. During the early years of the settlement the people lived in constant fear of Indians. The farmer worked in the fields with his musket by his side. No one knew when his home would be set on fire by the sneaking foe. Sometimes the frontiersman returned to his little log cabin to find his wife scalped and his children carried away captives.

The Search for Salt. In spite of such dangers the little settlement managed somehow to exist. During one winter the people suffered much from lack of salt. Boone knew where to find it. With a party of backwoodsmen he set out for this place which was called "Lower Blue Lick." The place was so named because herds of buffaloes went there to lick the salt rocks. Springs of salt water also abounded in this neighborhood. Boone planned to get salt by boiling the water until only salt remained. He decided to lay in a supply large enough to last a whole year.

A Captive. One day Boone and some of his men were surprised by a large party of Shawnee Indians.

Boone was captured easily and he induced the men of his party likewise to surrender. He knew that if they resisted they would all be killed and then the Indians would move on to Boonesborough to massacre the people there. Boone was marched through the woods to the Indian camp at Detroit. Meantime he had



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BOONE A CAPTIVE

What qualities does Boone need as he stands a prisoner surrounded by his Indian captors?

planned his escape. He pretended to like the Indians and their ways very much. The old Indian chief took such a fancy to Boone that he offered to adopt him into the tribe. Boone politely accepted the honor though it took great courage to do so.

A White Indian. The ceremony of adoption was not too pleasant. Boone had his hair pulled out in small bunches. Only the scalp-lock on the top of his head was spared. Then he was given a bath, Indian



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THE ATTACK ON BOONESBOROUGH

What does the smoke arising from the arrows tell of Indian methods of warfare?

fashion. To improve his appearance the Indians gave his face a thick coat of war-paint.

Boone's Escape. Shortly after the ceremony the Indians allowed Boone to go hunting. He never returned to the Indian camp. Summoning all his

courage he pushed on for Boonesborough. He had no food. He did not dare shoot game for fear of attracting the attention of the Indians. To deceive the Indians who would be searching for him he had to cover his tracks by crossing and recrossing streams. All this took time. Yet he traveled the whole distance between the Indian camp and Boonesborough, more than one hundred and sixty miles, in less than five days.

A Successful Resistance. Boone warned the garrison of the danger of an Indian attack. The men prepared for the coming fight. The Indians, aided by the English, for the Revolutionary War was still in progress, moved against the fort. But the Americans were prepared. They drove off the Indians and their English allies.

The Lure of the West. Although Boonesborough enjoyed peace, Boone did not care to remain. Kentucky was becoming too crowded to please Boone who still loved the wilderness. He decided to move farther west where he could have more "elbow-room." Packing up his belongings he moved to what is now the State of Missouri. Here he continued to roam in the woods he loved.

Boone and the West. When Boone died in his eighty-seventh year the westward movement which he had helped to start was spreading. Many settlers were moving into the West, there to build up one of the most prosperous sections of our country.

GEORGE ROGERS CLARK

Boone and Clark. The name of George Rogers Clark, like that of Daniel Boone, is connected with the West. Boone led settlers into Kentucky. He was a backwoodsman who encouraged others to follow him in opening that part of our country to settlement. George Rogers Clark was a soldier. He led an army that captured from the British the great territory between the Ohio and the Mississippi and the Great Lakes, called the Northwest territory.

A Friend of Statesmen. Clark was born in Virginia twenty years after the birth of Washington. His birthplace was near the home of Thomas Jefferson. Jefferson was much older than Clark. When he grew to be a man Clark became acquainted with Jefferson. Clark was friendly also with the famous orator, Patrick Henry. One of the boys with whom he went to school, James Madison, became president of the United States.

Clark's Early Training. The school that Clark and Madison attended was very small. It was hard to get an education in such schools. Usually there was only one room and the pupils of all grades had to work in it. Big boys and little boys, younger boys and older boys, boys who studied and boys who wasted time were all together. George Rogers Clark was usually with the boys who studied. However, he did not remain long at school. Yet he learned enough mathematics to enable him to become a surveyor.

Clark in the Revolution. The War for Independence found Clark anxious to do his share. He began to plan the conquest of the British territory in the West. By the treaty after the French and Indian War, the British were in possession of the territory be-



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CLARK AND HIS OFFICERS

The officers pledge their loyalty to Clark, promising that they will endure any hardship to capture Vincennes.

tween the Ohio and the Mississippi rivers. Clark meant to wrest this from the British.

British Forts in the West. There were few settlements in this vast territory. These were mostly the old French trading-posts that now belonged to Eng-

land. A few forts manned by English soldiers were placed throughout the territory. Though the forts were rudely made of logs they were fairly strong. They had been placed at points where they would be easy to defend. The fort at Vincennes was built near the Wabash. Another, Kaskaskia, was located on the upper Mississippi. Detroit was also fortified.

The British Position. Clark believed that by capturing Kaskaskia and Vincennes, the whole of the great territory held by the British in the West would become the property of the Americans. To seize it would be a tremendous undertaking. Clark knew that the small force he could raise must meet a much larger force. He must make his campaign in strange country far from the base of supplies. But to make the attempt seemed worth the trouble.

Governor Henry of Virginia. The Governor of Virginia had to be consulted. He was our old friend Patrick Henry. Any plan that would harm the British always caught Patrick Henry's attention. He was all ears when Clark explained matters. Patrick Henry gave him what help he could, which was little enough, a sum of money and permission to recruit an army.

The Call for Recruits. Clark went into the Kentucky country to recruit his force. As he was well liked, he found many who were willing to follow him anywhere. With men of this sort and some families that were looking for a new place to settle, Clark marched towards the Ohio River. An attractive place for a settlement was found on an island in the Ohio

which became known as Corn Island. Soon a few cabins were erected and land cleared for planting.

The Announcement of the Plan. Meanwhile Clark drilled his men without telling them what his plans were. They may have thought he was prepar-

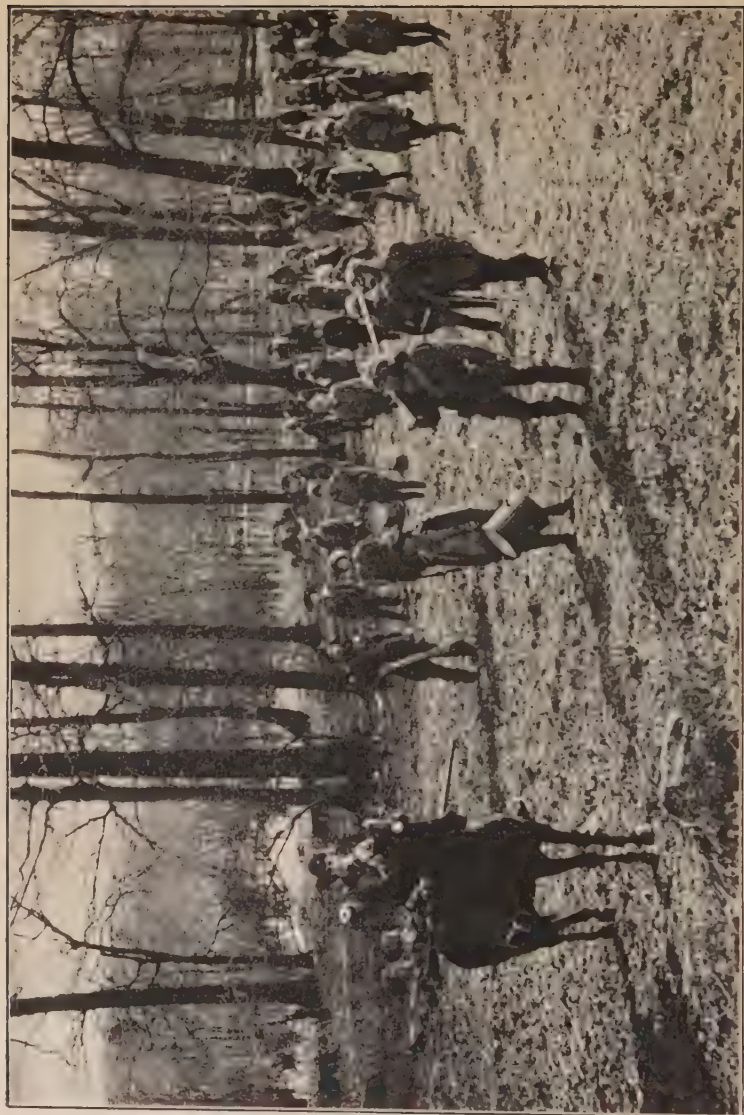


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VIEWING THE BATTLE FLAGS CAPTURED FROM BURGOYNE

George Rogers Clark promises Governor Patrick Henry that he will lead an expedition to drive the British out of the Northwest.

ing against attacks by the Indians who were always dangerous. When the drilling had gone on for a time Clark thought that he ought to tell his men what he hoped to do. He told them something about his plans but not too much lest word reach the British who

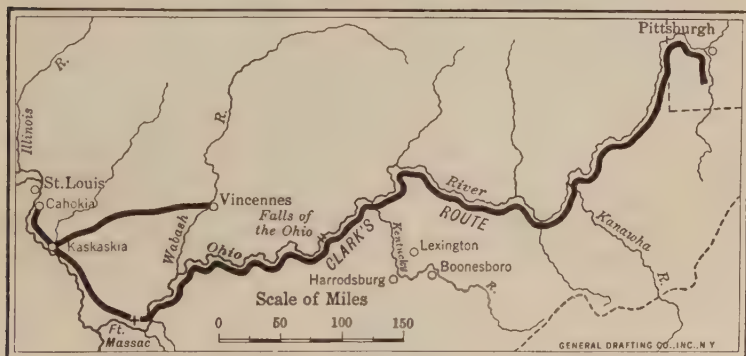


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GEORGE ROGERS CLARK ON THE MARCH TO VINCENNES

would then be prepared. When the men heard what was expected of them some wanted to quit. Clark gladly let them go. He wanted only the bravest and truest about him.

Clark's Picked Men. With a small picked force of less than two hundred men Clark began his journey in boats. The men rowed day and night to make all possible speed. They went down the Tennessee River to the point where the journey had to be continued by land. Hiding their boats carefully Clark and his force started the overland march to Kaskaskia.



MAP SHOWING CLARK'S ROUTE TO THE NORTHWEST

The March to Kaskaskia. This part of the journey was hard. To travel quickly the party had to carry as little baggage as possible. Food was not plentiful and, of course, they had no shelter. After pushing through woods and fields, Clark came to a spot within four miles of Kaskaskia. The Americans could not reach the town for it was located on

the opposite side of the river. Luckily boats were found at a farmhouse near the river so that Clark was able to get his men across the river.

The Silent Approach. The little band of backwoodsmen moved forward with great caution. Clark knew that the fort and town must be captured by a surprise attack. Everything favored Clark's plan. The British did not dream that there was an American within miles.

A Pleasant Evening. There was a dance at the fort on the night of July fourth. Most of the officers were there. Many of the young ladies of the village had come dressed in their summer finery. Some friendly Indians were also present, delighted, no doubt, with the graceful dancing and the music of the fiddle. So interested were they all that no one noticed that the door had opened and a man had entered the room.

An Interrupted Dance. Suddenly one of the Indians discovered the stranger. He cried out. The music stopped. All was confusion. In the candlelight could be seen a tall figure clad in buckskin, his arms folded across his chest and a smile playing about the corners of his mouth. Only Clark was enjoying himself. He made a little speech, something like this: "Go on with your fun. Only remember that you are now dancing under the flag of Virginia, and not that of England." But the fun was over; the dance stopped and the dancers hurried to their homes. Clark's men had taken the town and its fort before the amazed British could collect their wits.

A Surprised Commander. The commander of the fort was enjoying his sleep in a comfortable bed. Clark had to awaken him to tell him that the fort had been captured and that he was a prisoner. Probably he did not sleep so well after this announcement.



THE INTERRUPTED DANCE

Continue the story from this point

A Peaceful Settlement. The next day Clark summoned the leaders of the town to settle the matter of surrender. Father Gibault, the pastor of the village church, was also invited. He proved to be the best friend of Clark and the American cause. The people of Kaskaskia had heard some dreadful stories of American cruelty, stories that were outrageously un-

true. Father Gibault was able to convince the people of the town that the Americans were their real friends. He did more than this.

Father Gibault's Help. Clark knew that he must take the other towns in this neighborhood. Father



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THE SURRENDER OF VINCENNES

The capture of this important post gave the Americans control of the vast region north of the Ohio.

Gibault offered to do what he could to help the American cause. He went to the town of Vincennes to ask the people there to join the Americans. The people of Vincennes promptly came over to the Americans.

Later the British recaptured the town and forced the people to remain for a while under British rule.

The Fall of Vincennes. The British succeeded in holding Vincennes only for a short time. Clark determined to attack it. The winter of the year 1779 was nearly over when Clark set out from Kaskaskia to capture old Vincennes. To reach the town Clark's men had to cross swollen streams, swamp lands, and patches of deep snow. They lived on buffalo meat, elk steak, venison, and rabbit. Towards the end of February, Clark was at the edge of the town which was protected by fortifications of logs. Clark opened fire. The British answered with good spirit. The British commander began to see that their defense was useless. Vincennes surrendered once more to Clark, this time to remain under our flag forever.



FORT WASHINGTON, NOW CINCINNATI
The "West" of 1790

The Conqueror of the Northwest. Clark had done deeds of great value to the United States. By Clark's victories over the British the great stretch of territory between the Ohio and the Mississippi became ours. We rightly honor George Rogers Clark as the conqueror of the territory of the Northwest, a most valuable part of our country.

FACTS TO KEEP IN MIND

1. In the days of the Revolution, the "West" meant the country just west of the Appalachian Mountains.
2. This "West" was almost unknown to the white men.
3. The example of Daniel Boone encouraged settlers to move into Kentucky and other sections of the West.
4. George Rogers Clark planned to capture the northwest country from the British.
5. As a result of the conquests of George Rogers Clark we were able to secure the Mississippi River as our western boundary.

PROJECTS, PROBLEMS, AND POINTS FOR DISCUSSION

1. What states are located in the section that in Boone's time was called the West?
2. Imagine yourself spending a day in the woods with Boone. Relate what takes place.
3. Why was George Rogers Clark so anxious to capture the British forts in the West? Study your map before answering.
4. Describe the dance which Clark interrupted. Who are the guests? How are they dressed? What musical instruments are played?
5. Make a list of the different kinds of people who helped win our independence.

CHAPTER XIII

THE UNITED STATES OF AMERICA

The End of the Revolution. One of the saddest events in Washington's life was his farewell to his officers. They had fought together during the long bitter years of the Revolution. Washington said good-bye to them with tears in his eyes. He was very sorry to part from them but how happy he was that the war was over. He felt that he could return to Mount Vernon, his beautiful home, to live there in peace and happiness. But Washington's officers knew that he had still to do a great work for our country. He had saved the colonies from the British, now he must save them from themselves.

Rivalry Among the States. These thirteen colonies had become the United States. But they were not united. Rather they were like thirteen little nations, each jealous of the others, each one making regulations harmful to the others.

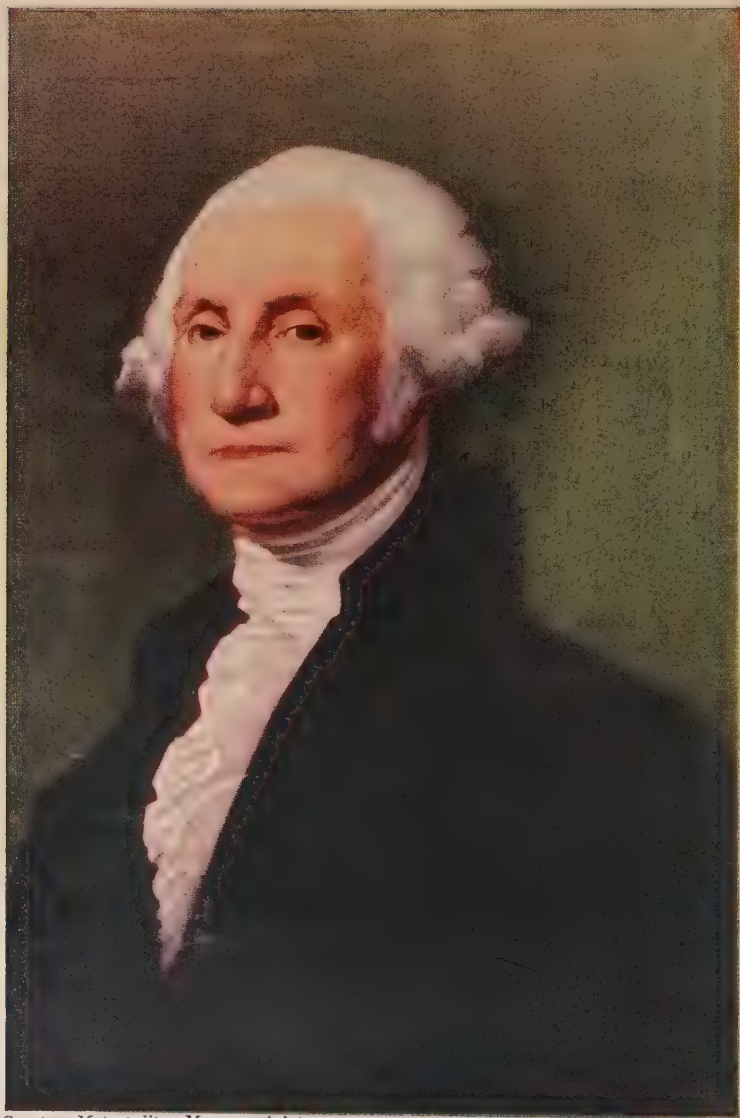
The Constitution. The United States had a government but it did not work well. The wise men of America saw that a better sort of government was absolutely necessary. A new plan for governing the

United States was agreed upon. This new plan is called the Constitution of the United States.

The Office of President. According to the Constitution the highest office in the government is that of president. Washington was unanimously elected to this office. He was to guide the new nation to safety as he had led its brave army to success. John Adams, the Massachusetts patriot was elected Vice-President. When Washington learned that his countrymen had again called upon him, he prepared immediately to leave his beautiful home at Mount Vernon to take up his new duties.

The Journey to New York. Washington's journey to New York became a triumphal procession. Each town along the route did everything possible to honor him. Bells rang out joyously. Houses were gayly decorated with bunting. There was a brave display of flags. People lined the streets to cheer the great man as he passed. The bridge across the Delaware River near the site of the famous battle of Trenton had been decorated with green boughs and vines. There young girls clad in white strewed flowers in Washington's path. Finally, Washington arrived at New York, which at that time was the capital of the United States. Here occurred one of the most solemn scenes in our history.

President George Washington. The inauguration took place on April 30, 1789. Washington was driven to Federal Hall, the place of the ceremony, in a magnificent carriage drawn by four white horses.



Courtesy Metropolitan Museum of Art

GEORGE WASHINGTON

Painted by Gilbert Stuart for Daniel Carroll, a Catholic Patriot,
and brother of Charles Carroll, of Carrollton.

Crowds of people stood along the way to cheer him as he passed. At Federal Hall he alighted. The ceremony took place on the balcony of Federal Hall. In the street below, thousands listened in silence as Washington took this oath: "I do solemnly swear that I will



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WASHINGTON TAKING THE OATH OF OFFICE

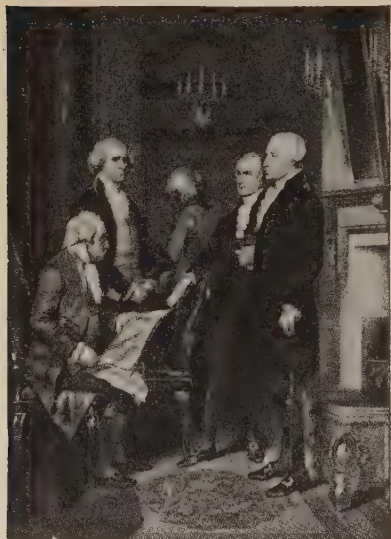
Each of our Presidents takes a similar oath.

faithfully execute the office of President of the United States, and will to the best of my ability preserve, protect, and defend the Constitution of the United States." When he had finished, Chancellor Livingston who had administered the oath cried out, "Long live

George Washington, President of the United States!" The people took up the cry, thankful that there was a

president to govern the United States and that this president was George Washington.

Washington's Cabinet. Washington selected good men to help him direct the new government. These men formed the cabinet. The man in the cabinet who must take care of our business with the governments of foreign nations is called the Secretary of State. Thomas Jefferson filled this post under Washington. Jefferson was the right man in the right place.



WASHINGTON'S CABINET

Note how many members of this cabinet you will meet in your reading.

THOMAS JEFFERSON

A Virginia Planter. Thomas Jefferson, the son of a rich planter, was born in Virginia eleven years after the birth of Washington. When his father died, Thomas Jefferson, who was still a boy, inherited a valuable plantation. But although Jefferson was glad

to get this fine big farm he was not satisfied with mere riches. He wanted to be good and learned as well as rich.

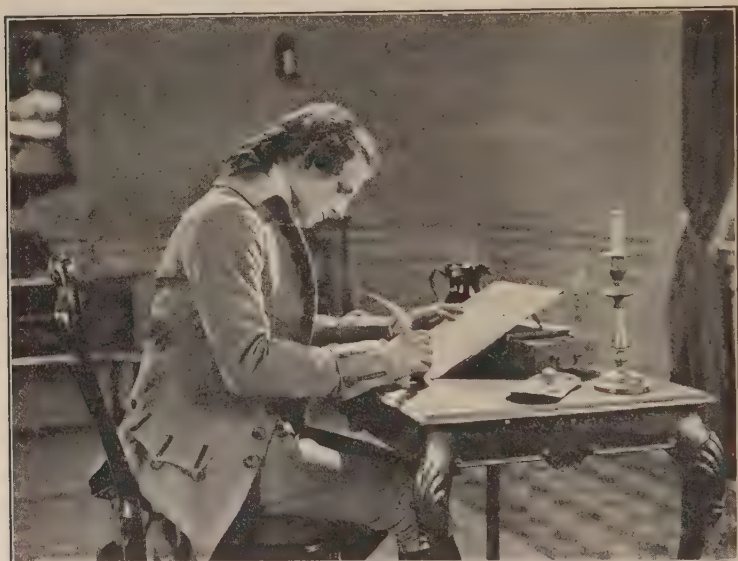
A Studious Boy. Jefferson went to one of the few schools of Virginia. It was a small one-room schoolhouse. No doubt the benches were uncomfortable and the equipment of the school very poor, yet Thomas Jefferson managed to learn a great deal from books. He also learned to play the violin. By practicing faithfully (you can never become a good musician without practice) he became a good violinist.

A Good Athlete. Besides being a good student, Jefferson was a good horseman, a fair marksman, and a strong swimmer. After his school days he went to William and Mary College.

First Lessons in Politics. This college, the second oldest in the United States, is located in Williamsburg, the capital of Virginia. Here Jefferson began to learn more than the subjects taught in college. He began to understand politics, for he paid close attention to what took place in the Virginia House of Burgesses. Many times this tall thin freckled lad listened to the debates in the House of Burgesses. He heard with joy the burning words of Patrick Henry in defense of American rights. Thus Jefferson was getting ready to serve his country.

A Youthful Statesman. After college days Jefferson became a member of the legislature to whose discussions he had so often listened. The stirring days of the Revolution were drawing near. Jefferson left

his beautiful home, Monticello, to work in the interests of his country. He could have given many excuses for staying home. He had an immense plantation to look after. He owned nearly one hundred



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JEFFERSON WRITING THE DECLARATION OF INDEPENDENCE

It concludes: "With a firm reliance on the protection of Divine Providence we mutually pledge to each other our lives, our fortunes, and our sacred honor."

thousand acres of land. More than three hundred slaves worked on his great estate. One would hardly think that so wealthy a man would be willing to leave his beautiful home and his business to take part in debates about the rights of ordinary people. But

Jefferson was different. He felt it was his duty to work for the good of others.

The Author of the Declaration of Independence. When the Continental Congress met in Philadelphia, Jefferson attended as a representative from Virginia. He took an active part in the discussions although he was not a gifted orator as was his friend Patrick Henry. Jefferson's great ability was to write down in words that ordinary people could understand, the purpose of government and the rights of its citizens. We saw how his wonderful talent to do this was used to such splendid effect in the Declaration of Independence.

Minister to France. After the Revolutionary War was over Jefferson served the country well by going to France to represent our country. The French respected Jefferson. Like Franklin, he was very simple in his manners and speech.

A Happy Return. After he had been in France for five years he returned to America. There was great excitement at Monticello when word got about that the master of the house was returning. The slaves were wild with joy. A number of them ran



STEPHEN DECATUR

A naval hero of our war with Tripoli, 1803. Through the work of Decatur, Tripoli was forced to respect American rights.

several miles down the road to get the first glimpse of their old master. The poor negroes wept for joy when they saw him. As they approached the house, they raised him on their shoulders and carried him in triumph to his home.

Jefferson and the Slave. There was a story told of Jefferson which shows the kind of man he was. One



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NEGOTIATING LOUISIANA PURCHASE

When selling Louisiana, Napoleon is said to have remarked: "This accession of territory strengthens forever the power of the United States and I have just given to England a maritime rival that will humble her pride."

day Jefferson and his little grandson, who was mounted on a sleek pony, went riding. As they cantered along, a negro bowed to them. Jefferson politely returned the negro's bow. His grandson did not bow. Jefferson was shocked. "Do you allow a poor negro to be more of a gentleman than you are?" he asked.

President Jefferson. Washington was blessed in having such a man to assist him in the

affairs of government. All this time Jefferson was learning many things about running a government. He was able to use this experience later when he became the third President of the United States.



THE LOUISIANA PURCHASE

The Louisiana Purchase. Jefferson will always be remembered not only for writing the Declaration of Independence but also for adding to the size of our country. George Rogers Clark by his brave exploits won for us the territory between the Ohio and the Mississippi. The Mississippi became our western boundary. Jefferson made the Rocky Mountains our western boundary. He did this by purchase. He bought from France this vast Louisiana territory for fifteen million dollars. The United States thus became more than twice as large as it had been. Thomas

Jefferson surely deserves to be remembered as one of our greatest Americans.

ALEXANDER HAMILTON

A Revolutionary Hero. The last time we saw Alexander Hamilton was at the siege of Yorktown. On this occasion he led his troops up one of the heights



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HAMILTON LEADING A CHARGE AT YORKTOWN

Can you find Captain Hamilton?

held by the British in the face of a cruel gun-fire. Captain Hamilton captured what he set out to get. He was a first-class soldier and also a fine statesman.

A Boy of the West Indies. Alexander Hamilton had had a remarkable career. He was not born in the Colonies but on one of the islands of the West

Indies. Hamilton did not have an easy time as a boy. When he was only twelve he had to go to work to earn his living. This was a great hardship for him because he loved books.

A Good Business Man. His first job was in a counting house. The industry of the young man was soon noticed. Within a short time he was given the management of the business. In his spare time young Hamilton studied. He began to write for the newspapers. One of his compositions described a hurricane in the West Indies. The composition was so good that everyone who read it wanted to know about the author.

An Opportunity for Education. Certain people of influence thought it was a shame that a young man of such ability should be deprived of an education. So a sum of money was gathered to enable Alexander Hamilton to go to America for a college course.

Hamilton in College. Alexander Hamilton went to a preparatory school in New Jersey and later in New York entered Kings College, now Columbia University. Here he made a splendid record as a student. Here, also, he began to take an interest in political questions.

A Friend of the Colonists. Alexander Hamilton began his college course in the year 1774, when he was seventeen. The colonists for some time had been having serious disagreements with England. In New York, however, the king had many friends. Hamilton, after studying the question, was sure that the colonists

were right and that the King was wrong. He felt the colonists had reason to object to the methods of the English King and the unjust laws passed against the colonies by the English Parliament.

A Fearless Orator. Hamilton was a fine orator and a fearless one. On one occasion, under the very windows of the president of the college, he made a speech about the rights of the colonies. The presi-



CAPTAIN ALEXANDER HAMILTON

Hamilton was a fine soldier. In what other calling was he still greater?

Continental Army. Within a short time his reputation for courage, shown especially in the part he took in the Battles of Long Island, White Plains, and Princeton,

dent, who was a Tory, must have been very much surprised to hear his young pupil making a speech. What this young pupil had to say caused him even greater amazement. The president poked his head out of the window and called to the crowd to beware of this fellow.

Captain Hamilton. When the war broke out Hamilton was among the first to take up arms in defense of liberty. He was commissioned captain in the Conti-

was spread far and wide. He was an ideal soldier; he was brave as well as clever. His qualities attracted the attention of Washington who appointed him to his own staff and made him confidential secretary. The close of the war saw Hamilton fighting at the head of his troops for the success of American arms.

Interest in Public Life. The war over, Hamilton began the practice of law. He could not be kept out of public life entirely, he was too valuable a man. When the Constitution of the United States was adopted and Washington became President, Hamilton became Secretary of the Treasury in Washington's cabinet.

Secretary of the Treasury. Hamilton did many things of great value. He planned to have the United States pay all the expenses of the Revolutionary War. This was a great service. The United States and the separate states had borrowed money from the people to pay for the war. Supplies had been taken by the American army for which payment had never been made, nor had the soldiers received proper pay. We had borrowed a large amount of money from France. Hamilton began the settlement of our debts. He also brought about the establishment of the United States Bank.

Hamilton and Jefferson. Hamilton differed from Jefferson in many ways. Jefferson liked to be called "the man of the people." Hamilton was more aristocratic. If Hamilton could have had his way our country would have been ruled by a president and

senators who should have held office for life. He wanted the powers of the government to be centralized in the President and Congress, leaving little power to the states.

Jefferson the Democrat. Jefferson thought Hamilton's ideas were dangerous to the liberties of the people. He wanted the states to have most of the power. He was a great believer in the ability of people to rule themselves. This difference of opinion led to the formation of two political parties—the Federalists who thought as Hamilton did, and the Democratic-Republicans who followed Jefferson.

Washington's Second Term. In spite of such differences of opinion the country prospered. When Washington had completed his first term, the people would not let him return to Mount Vernon. He was reelected president.

The Capital at Philadelphia. Washington's second inauguration took place in Philadelphia. Washington liked Penn's old city. Connected with it were many memories of the struggle for liberty. The Continental Congress had met there. In Independence Hall the Declaration of Independence had been signed. There, too, the Constitution had been drawn up. But Washington thought that our great government ought to have a city of its own where the business of our government might be carried on.

A New Capital. A lovely tract of land on the Potomac River was selected as the best place for the capital. The States of Virginia and Maryland agreed

to surrender the required amount of land. The people who owned the land gave up their ownership for a fair sum of money. Then a great French engineer set to work to turn this land, which was almost a wilderness, into the nation's capital. How well he did his work you may judge for yourself some day



WASHINGTON AND HIS MOTHER

Why does this picture make you admire Washington?

when you visit Washington, now one of the finest cities in the world. George Washington himself laid the cornerstone of the Capitol in 1793.

The City of Washington. Washington thought Federal City would be a good name for the new city. Almost nobody agreed with him. Most people thought it ought to be named after the "Father of Our Coun-

try" and so it was named. George Washington did not live to see this beautiful city completed. He died at Mount Vernon in the year 1799.

A Man of Ideals. The city of Washington is a lasting memorial to the greatest of Americans. But even if there were no city named after him, George Washington would always be remembered. He was truly great and truly good. Perhaps a good explanation of his splendid character and nobility of soul can be found in the motto that he kept before his mind: "Labor to keep alive in thy breast that little spark of celestial fire called conscience."

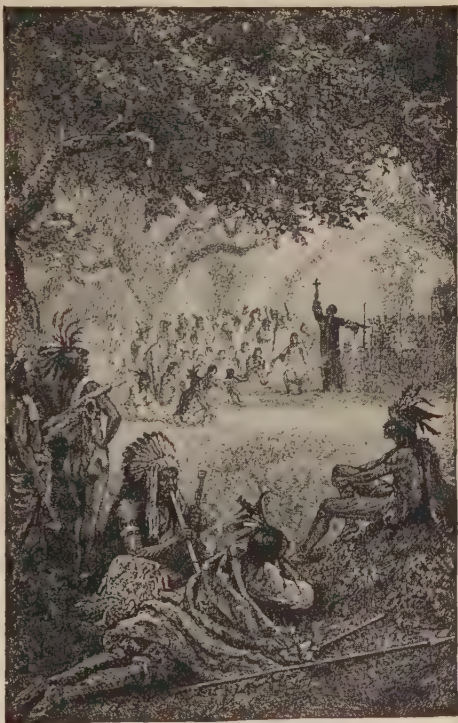
MOST REVEREND JOHN CARROLL

Catholics in America. The days of the beginning of the American nation mark the beginning of a new period in the story of the Catholic Church in America. In the making of America, Catholics have had a splendid and honorable share.

The Church in the New World. Columbus, a man of great faith, had discovered the New World when on a voyage undertaken partly with the idea of spreading the teachings of our holy Church. The splendid schools and colleges founded in South America and Mexico were the results of the labors of many unselfish priests. Catholics founded Maryland as a place of refuge for themselves. Soon after arriving here they made Maryland a place of peace and safety for all persecuted Christians.

The Church and the Indians. We have watched Father Marquette force his canoe against the stubborn current. We have followed him to a spot in the wilderness, where, in a poor bark chapel, an altar was erected. There the Son of God came down among His Indian children. Father Marquette was but one of many heroic priests who labored for the conversion of the Indians. We have read the story of another, Blessed Isaac Jogues, who was one of eight who gave their lives in this cause.

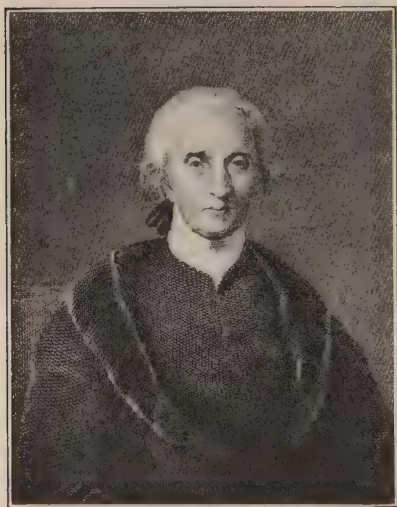
Catholics in the Revolution. At the time of the Revolution, there were only a few Catholics in America. They had not been well treated in most places in the colonies; indeed they had been persecuted. But when the colonies declared their independence, a Cath-



THE JESUIT TEACHER

Following our Lord's command to "preach the Gospel to every creature."

olic, Charles Carroll of Carrollton, signed the document that made us free. When we had to pay for that freedom by risking everything, even life itself, Catholics took a brave share in the struggle. Now that America had taken her place among the nations of the world, the Church was to grow with the new nation. The first great leader in the progress of our Church was a son of Maryland, John Carroll.



CHARLES CARROLL
OF CARROLLTON

One of the Signers of the Declaration of Independence.

John Carroll. In the year 1735 a boy was born in the Carroll homestead at upper Marlboro, Maryland. At baptism he was given the name of John. John Carroll's life was like that of most boys on the Maryland plantations. As there was little town life in Maryland schools were rare and an education was not easy to get. In the case of Catholics, it was particularly difficult for a boy or girl to get an education because of the outrageous laws

against Catholics and Catholic teachers.

His First Teacher. Probably John Carroll received most of his early training from his mother

who had been educated in France. Young Carroll was fortunate in having so good a teacher.

The Jesuit Academy. Later John Carroll went to a Catholic academy in Maryland that was conducted by the Jesuits. This school was apt to be closed at any time because of the unjust laws against Catholic education. Fortunately John Carroll was able to stay there long enough to prepare for college.

St. Omer's College. During these troubled days Catholics who could afford it sent their sons to Europe for an education. St. Omer's College in France trained a number of young men from the colonies. Here John Carroll found other boys from the fine old Catholic families of Maryland. Under the Jesuits who taught at St. Omer's the boys received a splendid training.

Student Life. John Carroll enjoyed his student days there. The students rose at five in the morning and from then until bed time at nine, there was hardly an idle moment. They had much studying to do. Not all the time, however, was spent in study. There were games to play. The favorite game was called trap ball which was not nearly as interesting as our baseball and was much gentler than football. Still the boys enjoyed themselves.

Vocation. John Carroll, as all boys of his age must do, began to think of his work in life. He felt that God wanted him to consecrate his life in a special manner. He answered the call by joining the Society of Jesus. After studying hard and praying much he

was ordained a priest. Father Carroll returned to his beloved Maryland just before the Revolution. He had been away a long time, twenty-seven years.

Father Carroll. Father Carroll set out to do a priest's great work. He soon learned that he had to work under the greatest difficulties. Although Maryland had been settled by Catholics there were no real church buildings there. The unjust laws of Maryland passed when the Puritans got control, made the practice of the Catholic religion very difficult. As by law Catholics could have no churches, Mass was said in private homes for the few Catholics who could be gathered together.

A Diplomatic Mission. During the Revolution Father Carroll became well acquainted with Benjamin Franklin. He accompanied Franklin on a journey to Quebec during the first year of the Revolutionary War. The object of this journey was to get help from Canada in the struggle against England. Father Carroll was not able to persuade the Canadians to help. England had treated the Canadians with great consideration. She allowed them to practice their religion without interference. The Canadians knew this. They knew, too, that New England looked upon Catholics and their religion with contempt. They were therefore unwilling to take part in the struggle.

Bishop Carroll. After the Revolution the Holy See gave Father Carroll charge over all the Catholics within our borders. Later it was seen that the growing

Church required a bishop. The first American bishop was John Carroll.

The Growth of the Church. Now began the marvellous growth of the Catholic Church in the United States. Schools were opened. The good sisters did wonderful work instructing the children and nursing the sick. The Jesuit Fathers took up once more the labor of teaching boys. Georgetown, the oldest Catholic university in the United States, was opened by Bishop Carroll. Later the Jesuits took charge. The first diocese was Baltimore. It included the whole United States. In the year 1808 the Diocese of Baltimore was divided. Henceforth, bishops should rule the newly formed dioceses at New York, Boston, Philadelphia, and Bardstow. Bishop Carroll was made Archbishop of Baltimore.

Archbishop Carroll. Archbishop Carroll lived for seven years after the division of his diocese. Meanwhile, the Church moved forward with great



ARCHBISHOP CARROLL
The First American Bishop

strides. As his end drew near the great archbishop could look back over some wonderful changes. He could recall the days of his boyhood when he could not get an education in his native land because he was a Catholic. He had seen Georgetown College start on its course. In Baltimore there was a seminary for the training of young men for the priesthood. Already the sisterhoods, that have done so much for "Church and Country," were beginning to flourish. Catholics were winning respect. The first amendment to the Constitution of the United States guaranteed them freedom of worship. They were increasing in numbers also. The Purchase of Louisiana by Jefferson in 1803, during his term as President, increased the number of Catholics. Truly the archbishop had lived in wonderful times.

A Holy Death. His end was most edifying. After he had received the last sacraments he spoke in the sweetest manner to those who were about him. Among the last words he uttered were these: "I repose all my confidence in the goodness of God and the merits of Our dear Lord Jesus Christ. I recommend myself to the powerful intercession of His Blessed Mother and of all the saints in the hope that they will obtain for me the pardon of my offenses."

FACTS TO KEEP IN MIND

1. In 1789 George Washington became first President of the United States under the Constitution of the United States of America.

2. Thomas Jefferson greatly increased the size of the United States by purchasing Louisiana from France in 1803.

3. Alexander Hamilton was Secretary of the Treasury in Washington's Cabinet. He showed the United States how to pay her debts.

4. Most Reverend John Carroll of Maryland was the first bishop and archbishop in the United States.

PROJECTS, PROBLEMS, AND POINTS FOR DISCUSSION

1. Describe the scene at Washington's inauguration, imagining yourself to have been one of the crowd looking on.

2. What do you understand by the Constitution of the United States?

3. What is the President's cabinet? Compare the number of members in Washington's cabinet with the number of cabinet members to-day.

4. Make a list of the greatest things that Jefferson did for the United States.

5. On your outline map of the United States write the names of the states now located in the territory purchased by Jefferson.

6. Read over the last words of Archbishop Carroll.

7. How many new pictures have you added to your scrap book?

8. Draw stick figure pictures of Washington's journey from Mount Vernon to New York.

CHAPTER XIV

THE PEOPLE'S GOVERNMENT

Changes in America. Thus far our story of the United States has related the deeds of men who lived in the thirteen original states. These were, for the most part, men who came from thrifty families. They were men of culture and education. This chapter will tell the story of a great American who grew up in poverty, amid surroundings where there was little refinement. He belonged to the Tennessee country and not to the older section of the United States. This interesting character is Andrew Jackson.

ANDREW JACKSON

Settlers in the South. Andrew Jackson's father was born in Ireland. He came to this country to better himself, for Ireland in those days was not prosperous. The family settled on the border between North and South Carolina. Here the father died and Andrew grew up without knowing a father's care.

Early Hardships. There were other helpful influences that Andrew did not have. Ways of living in Carolina were very rough. The people who lived in this section were backwoods folk. Backwoods

people had no books or newspapers; many could neither read nor write. Their homes were rude log cabins. Their farms were poorly cultivated. A boy had few advantages living in such locality. There was almost no opportunity for getting an education. In such surroundings Andrew Jackson grew up.

Jackson a British Prisoner. During the Revolutionary War the British invaded the district where the Jacksons lived. The American army could not keep the British out. The British did as they pleased. Andrew was then only a boy of thirteen. The British captured him. His two brothers were killed in the war. Jackson's mother, whom he loved tenderly, died as the result of the hardships she had to suffer. The brave woman had started for Charleston to take care of the American prisoners who were ill. On the way she took sick and died. These happenings would have made any man hate the British. Jackson had in addition to these reasons a personal one for his attitude toward the British.

Jackson and the British Officer. While he was a prisoner Jackson was ordered to clean the muddy boots of a British officer. The boy refused to perform the task. Then the officer struck the lad twice with his sword. One blow fell on the head of young Jackson; the other on his hand. Two ugly cuts that left scars which Jackson carried to his grave were the result.

The Tennessee Country. At the age of seventeen Jackson entered a law office with the idea of

becoming a lawyer. After studying law he passed his examinations successfully. Jackson decided to move to a new locality. At this time the Tennessee country was attracting settlers. Jackson planned to move there hoping to prosper with the country. He settled at Nashville where he soon earned a large income as a lawyer.

A Growing Leader. During these years Jackson changed but little. He was tall and quite slender. His face was freckled and marked with the effects of the disease that he had contracted while in the British prison during the Revolution. As a boy, "Mischievous Andy" had been a leader among his companions: as a man, Jackson was loved by admiring followers.

Jackson's Occupations. Jackson gave up his law business for a time to work at other occupations. He tried trading and storekeeping and farming. He also engaged in fighting the Indians. Jackson's military experience was soon to prove useful in war with the English. This was the War of 1812, sometimes called the Second War for Independence.

THE WAR OF 1812

English and French Interference. England and France were at war. In trying to injure each other they often violated our rights. The French interfered seriously with American shipping. The English also interfered with our shipping going so far as to take American seamen from our ships upon the excuse

that these men were British-born and therefore British subjects.

The Declaration of War. The Americans were not so severe with the French because France had helped us during the Revolution. On the other hand, bitterness of feeling left over from Revolutionary days still existed between England and the United States. Therefore, England's unjust actions were not overlooked. During the term of President Madison war against England was declared by the United States.

Great Naval Fighters. During the war our brave little navy did wonderful things. Perry's famous victory on Lake Erie and MacDonough's victory on Lake Champlain, the battles fought by the *Constitution*, later known as *Old Ironsides*, made up for setbacks received by the army.

Captain Perry. Captain Perry captured the British fleet on Lake Erie after a hard-fought battle. The great bravery of the Amer-

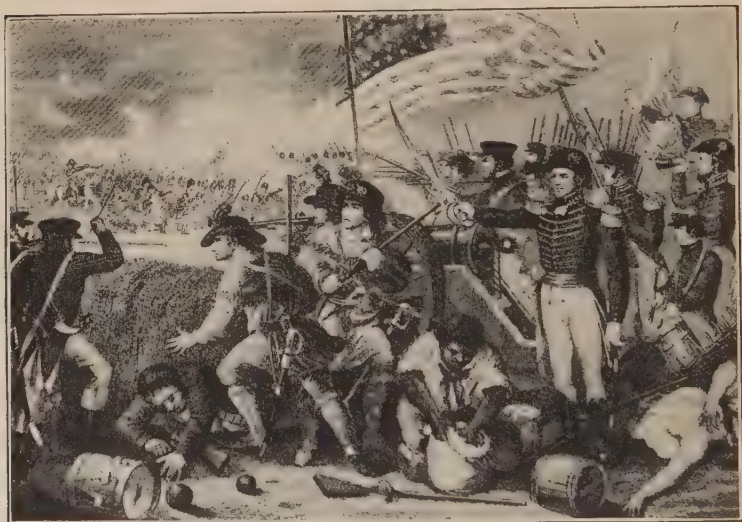


PERRY ON LAKE ERIE

Does Perry look like a good commander? Give reasons for your answer.

icans was largely responsible for the victory. No doubt the motto on Perry's battle flag inspired the Americans to great deeds of valor. The words of this motto,

"Don't give up the ship," were the last words of brave Captain Lawrence. He had been killed earlier in the war. His example and his words did not die. Perry's victory practically destroyed the British power on Lake Erie. It also gave the Americans greater confidence in their navy.



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BATTLE OF NEW ORLEANS

The Americans used bales of cotton as breast-works

Captain Thomas MacDonough. Captain MacDonough was another naval hero of the War of 1812. He defeated the British on Lake Champlain. The British had planned to invade New York from Canada by way of Lake Champlain. This attempt was something like Burgoyne's plan in the Revolution. It

was just as unsuccessful. MacDonough by defeating the British fleet made the invasion by land too dangerous to attempt.

The Last Battle. Our army succeeded in winning a brilliant victory at New Orleans. This victory was most welcome because our army had not been very successful during the war. Although the battle of New Orleans actually took place after the Treaty of Peace had been signed, the news of the victory made the Americans very proud of their army and its leader, Andrew Jackson.

The Winning of Florida. After the war, Jackson remained in the American army to win further victories. These victories were the means of adding the territory of Florida to the United States.

Conditions in Florida. At this time Florida belonged to Spain. The distance of Florida from Spain and the fact that the government in Spain had a hard time to look after its own affairs at home caused a bad condition of affairs to exist in Florida.

Florida's Troublesome Population. There were many different kinds of trouble makers living in Florida. The Seminole Indians made it their abode when they were not across the border in Georgia attacking Americans and destroying property. To make a raid into Georgia was a safe undertaking for the Indians, for they could quickly retire to splendid hiding places in the Florida swamps and forests. Slaves often escaped from their masters by crossing into Florida. It was the hiding place of pirates.

Such people were not good neighbors to the Georgians who often suffered from their attacks.

Jackson in Florida. Jackson decided to put a stop to this. He not merely protected the border;



JACKSON AND THE INDIAN CHIEF

he also crossed into Florida and attacked the Indians and their outlaw allies on their own ground. The Indians were severely punished, some were hanged and their homes burned.

Jackson soon had the whole of the

Florida territory under his control.

The Purchase of Florida. When the news of Jackson's action was carried to Spain the Spaniards, very properly, were angry. Jackson had had no right to invade Spanish territory. Fortunately the whole matter was adjusted when Spain agreed to sell Florida. The United States thus acquired a large piece of territory that has proved to be of great value.

Andrew Jackson, President. Jackson's exploits in Florida added to his fame. His great bravery in the face of danger, his carelessness about the style of his clothes, and the way he spoke, endeared him to many people who liked plain acting and speaking. Jackson's friends felt that he was just the man to be

president of the United States. He was elected to that high office in 1828. The election of Jackson brought about many changes.

A New Kind of President. The presidents we have met so far were for the most part educated men. They were men of affairs who came from good homes. They understood pretty well the things that a statesman should know. Jackson was not a man of this kind. He had been born a poor backwoodsman. His education was very meager. He was a much better Indian fighter than statesman.

The "Spoils System." Jackson's ideas about how a president should conduct his office differed very much from those of the presidents before him. For example, he would not let a man have any position in the government unless the man had voted for him. Thousands of men who held government positions were deprived of them and Jackson's friends put in their places. Of course the business of the government suffered as the result of this "Spoils System." Many men who had given the best years of their lives to the service of the government suddenly found themselves out of work.

The Tariff Difficulty. The same direct methods that Jackson used in military affairs he used also in politics. During his first term the State of South Carolina got into difficulty with the federal government at Washington. The dispute arose over the tariff laws. A tariff is a tax on imported goods. Congress had passed the tariff law to protect American

manufactures. Those who believed in the tariff law argued that the American people would naturally buy articles manufactured abroad since they were so much cheaper than American-made goods, unless a tax were placed on such articles coming into the country. The



ANDREW JACKSON
"The People's President"

tariff or tax would make these foreign articles dearer than articles of the same kind manufactured here.

The South and the Tariff. The people of New England who were engaged in manufacturing insisted on tariff laws to save their industries. The Southerners did not favor the tariff for these laws were of no direct benefit to them since the South was not engaged in manufacturing. Indeed South Carolina was bitterly op-

posed to the tariff laws. Her people believed that the tariff was helping the North and harming the South. South Carolina determined not to have the tariff collected at her ports.

Jackson's Determination. Jackson took strong measures to make South Carolina obey the laws of

the United States. He ordered two warships to proceed at once to Charleston Harbor, while the army was notified that it might be called upon to fight.

The Federal Union. The danger to our government in the course taken by South Carolina was indeed great. Jackson seems to have known this. Before sending the warships to Charleston he had expressed his opinion of the importance of each state's obeying the federal government. Jackson was invited to a banquet before the beginning of his second term as President. During the banquet Jackson rose to propose this toast: "Our Federal Union: it must be preserved." Jackson knew that the United States of America could not exist unless the idea expressed in his toast was lived up to. Indeed the great Civil War was fought to preserve "our Federal Union."

FACTS TO KEEP IN MIND

1. Andrew Jackson was born in the South. He moved to Tennessee, at that time the dwelling-place of backwoodsmen.

2. The British by searching our vessels on the sea and making our sailors serve on their ships forced us into a war in 1812.

3. Perry on Lake Erie and MacDonough on Lake Champlain defeated the British in bitterly fought naval battles.

4. Andrew Jackson defeated a large British force in the Battle of New Orleans. This victory made

him very popular and helped him later to become President.

5. The United States in 1819 bought Florida from Spain, thus increasing the size of our country.

PROJECTS, PROBLEMS, AND POINTS FOR DISCUSSION

1. Read *Old Ironsides* by Oliver Wendell Holmes.

2. What was Perry's motto? What other famous saying of another great American naval hero do you remember?

3. Jackson has been called the "People's President." Can you explain why? Compare Jackson and Jefferson in training and in manners.

4. Explain the meaning of Jackson's toast "Our Federal Union: it must be preserved!"

5. What parts of this chapter would make a good moving picture?

CHAPTER XV

INVENTIONS AND IMPROVEMENTS

American Leaders. Our country has been blessed with great leaders at all times. In times of danger she has had military and naval heroes by the score to protect her. Great statesmen, too, have labored to advance the interests of the United States. There have been other leaders, also, who have done their share, religious leaders, teachers, and inventors.

Important Inventions. The prosperity of our country was greatly increased by various inventions for saving time and labor. While Washington was president Eli Whitney invented the cotton gin. This invention was of great importance to the Southern States.

An Invention for the Farm. Not very long after Whitney's invention the farmers in the West were to benefit by another labor-saving machine. Cyrus McCormick invented his famous reaper which made possible wheat growing on a large scale. Indeed the reaper has played an important part in the development of the great farms of the West.

Improved Transportation. Meantime the steamboat was beginning to make its appearance on American waters. Canals were dug so that goods could

be carried from one river system to another by water, thereby cutting the cost of transportation.

New Highways. Roads were built from the cities of the East to the fast developing farming sections of the West. Highways from city to city were improved. The "iron horse," or locomotive, was beginning to puff its way over a few miles of rail. The invention of the telegraph brought people in closer touch with one another.

ELI WHITNEY

A New England Boy. The cotton gin, the first of the inventions mentioned, was not invented by a Southerner, but by a man from New England. Eli Whitney, its inventor, was born in Massachusetts. His home was a typical New England farmhouse, two stories in height, a porch at one end and a few plain rooms inside. The house was cheerful, however, especially in winter when the logs burned in the big open fireplace. Eli's favorite spot was not the chimney seat in the open fireplace, but the work-bench in his father's toolhouse. Every minute of his spare time was spent working with tools.

An Inquiring Mind. Whitney loved not only to make things himself but also to see how things were made. He nearly got into trouble once by taking his father's watch apart while his father was in church. It was no easy job to get all the parts back before his parents returned. Eli managed to replace properly



Courtesy Standard Oil Co.

A SCENE IN THE EARLY DAYS OF RAILROADING

all the wheels and springs so that the watch continued to tell time.

A Nail Maker. During the Revolutionary War Eli helped support the family by making nails. Nails were scarce in those days. Those made by Eli were good ones so that they enjoyed a good sale. He had a motto, "Whatever is worth doing, is worth doing well." Later at Yale College he lived up to this motto, winning a reputation for scholarship.

A Visit to the South. After his college days Whitney went to the South. On the boat that was taking him to Georgia he met Mrs. Nathanael Greene, the widow of General Greene of Revolutionary fame. Through her he was introduced to some of the leading men who lived near her home in Georgia.

The Poor Condition of the South. At this time the South was not at all prosperous. Young Whitney was present at a gathering in Mrs. Greene's house where the topic of conversation was the bad condition of agriculture in the Southern States. Those present agreed that great prosperity would come to the South if cotton could be prepared easily and cheaply for manufacturing.

Cotton Growing. Cotton grew very easily in the South. A fine quality could be raised near the sea and a coarser grade inland. But the problem was not the growing of cotton; it was the preparing of it for market so that it could be made into cotton cloth. Hidden in the soft fluffy cotton boll as it grows on the bush are dozens of seeds. Before the cotton can

be used for cloth all these seeds must be removed. Heretofore the removal of the seeds was the work of slaves. But it was such slow work that it was not worth the effort. In a day a slave could clean only a pound of cotton of the kind that grew in the back country. He could not do much better with the cotton which grew along the Atlantic. The problem,



© Brown Bros.

A COTTON FIELD

Explain how the invention of the cotton gin made cotton growing profitable. What effect did it have on slavery? Explain.

therefore, was to get a machine that would extract the seeds from the cotton.

A Needed Invention. Mrs. Greene told Whitney that he could make such a machine. Already he had made several devices for saving time about the home.

Whitney now went to work to make the machine so badly needed by Southern planters.

The Study of the Problem. Whitney had begun a difficult undertaking. He had never seen cotton in bloom until now. In fact he knew so little about cotton that he left Mrs. Greene's plantation to go to Savannah, where he could see and study the different

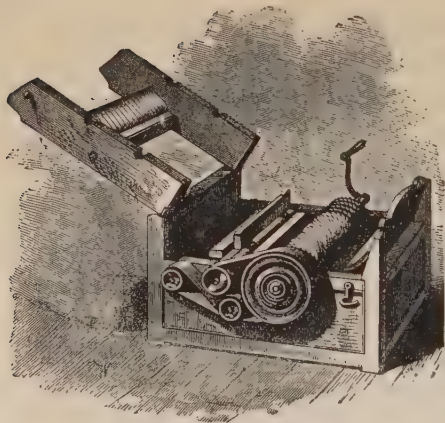


COTTON BOLL READY TO BE PICKED

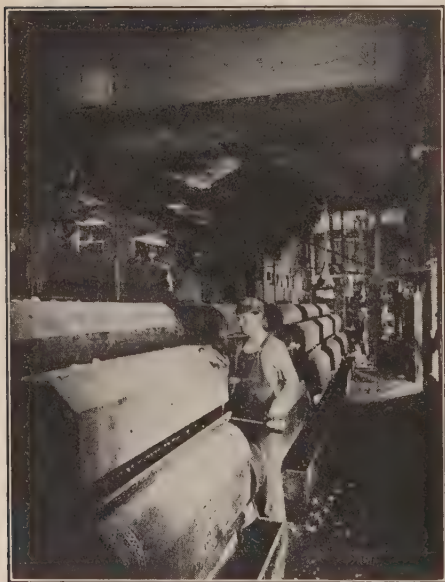
How does this picture explain the importance of the cotton gin?

kinds of cotton. If he knew what had to be done in the way of removing the seeds, he felt that he could solve the problem more intelligently.

The Cotton Gin (1793). Whitney shut himself up in his workshop. Even the tools needed to make his machine were not to be had. Whitney had to make his own tools. After about three months of patient



THE COTTON GIN



© Keystone View Co.

A MODERN COTTON GIN

labor and many disappointments Whitney had what he wanted. A machine was made that in a day could remove the seeds from many hundred pounds of cotton where before a slave spent a whole day and succeeded in cleaning only a pound.

The Effects of the Invention. The result of Whitney's great invention was that cotton became cheap and very much in demand. Many thousand acres of Southern land were now used for growing cotton. Before the invention of the cotton gin the people of the South were not well-to-do; now the planters were growing very

wealthy. The fields of the South were quickly covered with snow white cotton. Prosperity came to the South, but at a terrible price.

The Spread of Slavery. Slaves now became exceedingly important as their labor was valuable in raising cotton. Slavery had begun to die out. The invention of the cotton gin, however, made cotton "king" and gave slavery a new lease of life.

Whitney's Reward. Whitney did not reap his just reward. Many men without any right to do so, copied and used his invention. Whitney, however, did not die a poor man. Georgia granted him a large sum of money, and Whitney was able to increase his fortune by making weapons for our government.

CYRUS McCORMICK

The Staff of Life. There is an old and wise saying that "Bread is the staff of life." It is one of the most essential foods and, therefore, the growing of wheat from which flour is made is one of the most important occupations. But besides growing wheat there is the problem of harvesting it. Surely it would be a foolish thing to sow more grain than could be reaped.

Old Fashioned Reaping. The method of reaping in olden times was a clumsy one. The farmer cut a few stalks of wheat at a time. He repeated this operation over and over again, his arm wearying meanwhile and his back aching. An improvement on this method came at last.

The Cradle. An inventor made a cutting tool called a cradle. This implement enabled the farmer to cut much more wheat in less time and with less effort. Still the cradle had its disadvantages. The work was still quite slow and very tiresome. What was needed was a big machine to cut a whole field of wheat in a short time.



Courtesy International Harvester Co.

THE FIRST MCCORMICK REAPER

Which one of the spectators seems to be most pleased? Explain your answer.

The Promise of a Reaper. Robert McCormick lived on a farm in Virginia. For some time he had been thinking about and working on a machine that would cut wheat quickly and easily. At last he thought he had succeeded. Calling together his neighbors and their friends, McCormick promised to

show them a wheat field reaped as fast as a horse could cover the field in a walk.

The First Reaper. The day for showing the machine dawned clear and pleasant. There was quite a gathering to see what this machine could do. Hitching his team to the machine McCormick drove his harvester across the wheat field. The grain fell before its fast turning blade. But the job was not a perfect one. Much of the wheat was not cut but merely



Courtesy International Harvester Co.

A MODERN REAPER AND THRESHER COMBINED

beaten down. The machine was not a success after all. A great deal of wheat was wasted. Robert McCormick was discouraged. He felt he would have to give up. His son Cyrus still believed that a harvester could be made that would really cut all the wheat in a field. He made up his mind to construct such machine.

The McCormick Reaper (1834). Cyrus McCormick was twenty-two when he began to work on his father's machine. In three years' time he succeeded in making the harvester he wanted. This one cut the grain cleanly and evenly allowing very little to be wasted. McCormick now spent all his time making machines and trying to sell them. Before McCormick's death, reapers were used not only in our country, but also in many of the countries of Europe.

ELIAS HOWE

The Sewing Machine. While the planters and farmers were being helped by labor-saving inventions the home industries were not being forgotten. A Massachusetts man invented a sewing machine which would be a great help in the home. The sewing machine also made possible the manufacture of clothing on a large scale.

Elias Howe. Like Whitney, Howe was born in Massachusetts. His father was the miller of the town. Howe was not as fortunate as Whitney in the matter of education. He had but a few terms at school.

A Needed Machine. Howe, when a young boy, began to work for his father. He did not remain long at home, however, but went to Lowell to work. Lowell even in those days was becoming a manufacturing center. There were mills there devoted to spinning cotton. It struck Howe that a sewing machine would be a most important link in the chain of making clothing.

Howe's Long Struggle. Elias Howe began to work on his machine. He was hampered by lack of tools. Howe was a poor man and therefore could devote only his spare time to working on his invention. During this time he lived very poorly. At last his patience was rewarded and he produced a machine that would really sew. He was able to take out a patent (1845).

A Misunderstood Invention. Strange to say, although Howe had really made a sewing machine no one would lend him the money to market it. Truly enough the machine could sew, yet the business men of Boston, whom he asked for aid, did not believe it practical.

Further Difficulties. Howe traveled to England hoping to get assistance there. But in England as in America, no one could be found to advance money for the manufacture of his machine. To add to his misfortunes some began to dispute his rights as inventor. Howe proved his claim and with this came a change in his fortunes.

A Change of Fortune. Almost suddenly the enormous value of his invention was recognized. A factory for the manufacture of sewing-machines was built. The factory grew and grew for the machines were soon in great demand. So much time and labor could be saved by using the sewing-machine that anyone who could afford it bought one. Did you ever think how much time is saved in making a garment by machine?

MEANS OF TRAVEL

Highways One Hundred Years Ago. It is so easy for us to travel quickly from place to place that we can scarcely realize that one hundred years ago travel



By permission Kennedy & Co., N. Y.

THE TOLL GATE

Why are there few toll gates in the United States to-day? was very difficult. There were few roads. Some had been built since the Revolution but they were none too good. There was a fair road from Boston to New York. From New York to Philadelphia there was a highway also. But under favorable conditions

ten days were required to make the trip from Boston to Philadelphia.

The Steam-Engine. River travel, though very slow, was easier. Soon, however, the uncertain sailboat and flat boat were to be replaced by the steamboat. This change marks a great advance in our



Reproduced by permission Philadelphia Commercial Museum

FITCH'S STEAMBOAT

John Fitch built a steamboat which made regular trips on the Delaware River. Lack of funds kept him from making his boat entirely successful.

country's progress. The lumbering stage coach was also to give way to the puffing steam-engine. The steamboat was the first great improvement in the methods of travel. The man who usually gets the credit for this achievement is Robert Fulton because his kind of steamboat came into general use.

Robert Fulton. The interesting life of Robert Fulton began in Pennsylvania ten years before the

outbreak of the Revolution. Robert attended the Quaker school in the neighborhood. He was known as "the boy with ideas," although his ideas were not always connected with study. Once Robert was whipped on the hands for not knowing his lessons. Robert protested politely to the teacher saying that he had come to have ideas beaten into his head and not into his hands.

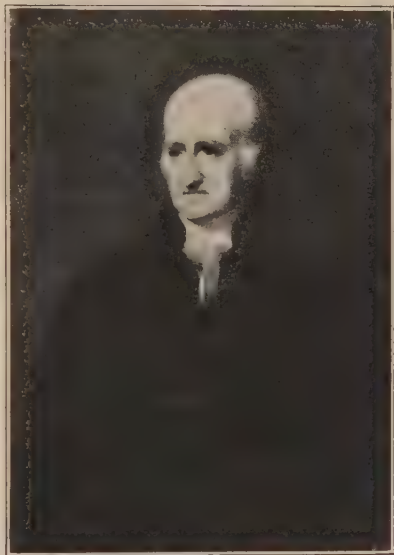
"Quicksilver Bob." When Robert Fulton was not thinking of his lessons he had his mind on other things. "Quicksilver Bob," as he was called, had made fine lead pencils and had learned the use of many different tools. He had also cultivated a marked talent for drawing while he was still a boy.

The Beginning of an Invention. When he was sixteen he went to visit an aunt. This visit had a very important outcome. While at his aunt's he amused himself by fishing. Robert had the use of a clumsy boat with square ends. The boat was moved by poling which was slow and tiresome work. Robert thought of improving upon the poling method of moving the boat.

The Improved Fishing Boat. The new method devised by Fulton called for a pair of paddle wheels to be turned by a double crank. Steering was accomplished by means of an oar at the rear of the boat. This clumsy fishing boat was destined to lead to a wonderful improvement in methods of travel by water, but this was to come many years later.

The Artist. Fulton's holidays were over. He put aside for the present thoughts of his fishing-boat and turned to his other talents. He had always been fond of drawing. He drew exceedingly well. He had attracted the attention of the great Quaker artist Benjamin West. West encouraged Fulton to give all his time to art. At the age of twenty-one he had earned enough money to purchase a farm for his mother. He thought then that he could spend more time at his favorite occupation, painting.

Foreign Study. Fulton went abroad to see his old friend Benjamin West, then living in England. But Fulton could not put out of his mind a plan that he had for using the steam-



BENJAMIN WEST BY HIMSELF

Two of his pupils became famous inventors.

engine to propel ships. Indeed so interested was he in boats of all kinds that he even planned a boat that would travel under the water. His ideas were not at all practical for an under-water boat, but they were practical for one that would move on the surface of the water.

First Experiments. Fulton moved to Paris. Here he enjoyed the friendship of Mr. Livingston of New York. Mr. Livingston was in France, representing the American Government. The two Americans formed a partnership.

An Unsuccessful Trial. A ship was constructed near Paris on the River Seine, and a steam-engine placed in her. The first trip of the new steamboat was advertised. But it never took place. On the morning that the trip was to take place a messenger awakened Fulton to tell him that the boat had sunk. The engine was too heavy for the ship's timbers. She had broken in the middle and sunk. But this set-back could not stop Fulton. He resolved to return to America and there build a boat that would move by its own power.

The Securing of Funds. The plan was not carried out as easily as Fulton had thought. He had come to New York expecting to have little difficulty in raising the money for his enterprise. Livingston had loaned him all that he could spare. More money was needed. Fulton went among his friends and acquaintances trying to borrow the necessary amount. He was told that his scheme was utterly ridiculous. One man loaned him a sum of money on condition that Fulton would not tell anyone. Fulton's friend was afraid he would be thought foolish for lending money for such a purpose.

The Completed Craft. At last the money was collected and an order given to a ship builder to

build a boat according to Fulton's plans. In due time the boat was completed. Fulton wished the public to know all about his invention. He advertised that his boat would make her maiden trip to Albany from New York in August, 1807.

The "Clermont." A crowd gathered on the banks of the Hudson River to see the strange craft. Fulton had named her *Clermont* which was the name of Liv-



MODEL OF THE CLERMONT

ingston's lovely estate on the Hudson. Some of those in the crowd expected to see "Fulton's Folly," as the steamboat had been dubbed, fail to move from the dock.

The Successful Steamboat. When the signal was given the paddle wheels began to turn. The *Clermont* moved ahead. Then the paddle wheels stopped and the *Clermont* drifted. Those who had doubted Fulton's wisdom now felt proud of their own judgment. But they did not enjoy Fulton's embarrassment long,

for the damage was repaired and once again the paddle wheels churned the water.

The Success of the "Clermont." Steadily up the river moved the *Clermont* causing as much amazement to the beholders as did the *Half Moon* nearly two hundred years before. From the tall stack issued



Courtesy Hudson River Day Line

EARLY STEAMBOAT AND SAFETY BARGE

The fare from New York to Albany was twice as expensive on the barge as on the steamboat because the steamboat was apt to blow up.

a thick column of smoke and sparks while an occasional burst of flame also came forth. The trip to Albany was made without serious mishap. Thereafter the *Clermont* made regular trips to Albany taking about thirty-six hours for the journey.

The Progress of the Steamboat. The success of the *Clermont* meant the gradual passing of the sailing

vessel. The masters of the sailing boats on the Hudson seemed to know that the steamboat would eventually take away their trade as carriers of freight and passengers. Sometimes the captains of the sailing craft tried to run into the *Clermont*. But they could not stop the progress of steam navigation. The



Courtesy National Shawmut Bank, Boston, Mass.

A CLIPPER SHIP

The American clippers raced and beat all others and were the most famous ships of the time.

steamboat was seen on our waterways in a very short time. Indeed, not many years after the first voyage of the *Clermont* a steamship crossed the Atlantic.

The Reward of Perseverance. Fulton's success was the reward of perseverance. He kept at his plan until he got the result he wanted. He was not the first to build a steamboat. But, like Cyrus McCormick with the reaper, Fulton improved on what he found. The steamboat has been of great importance in promoting the prosperity of our country and in bringing the people closer together.

THE ERIE CANAL

Fulton's Canal Schemes. Robert Fulton had often thought about the importance of canals. The cheapest and easiest way to transport goods is by water. Fulton believed that if some of America's waterways could be connected by canals, produce might be brought from the back country to the large cities on the Atlantic Coast. Others shared his views.

De Witt Clinton. De Witt Clinton of New York had often thought about this matter. His problem was to bring the West in closer touch with the East. The map will show the problem he wished to see solved.

A New Highway. The Hudson River was easily navigable as far as Albany. From Albany westward for some distance, the Mohawk River was a good water route, but farther west it became too shallow for navigation. From this point to Lake Erie is a stretch of over three hundred miles. If a canal could be dug along that route, a waterway would be opened

that would extend from the West and the Great Lakes to New York Harbor.

Clinton's Ditch. The plan was simple, but the difficulties in the way were enormous. Clinton talked about the plan constantly. When he was elected governor he succeeded in getting the authority to begin the task of digging a canal. It took eight years to do the job. Many men were employed and nearly



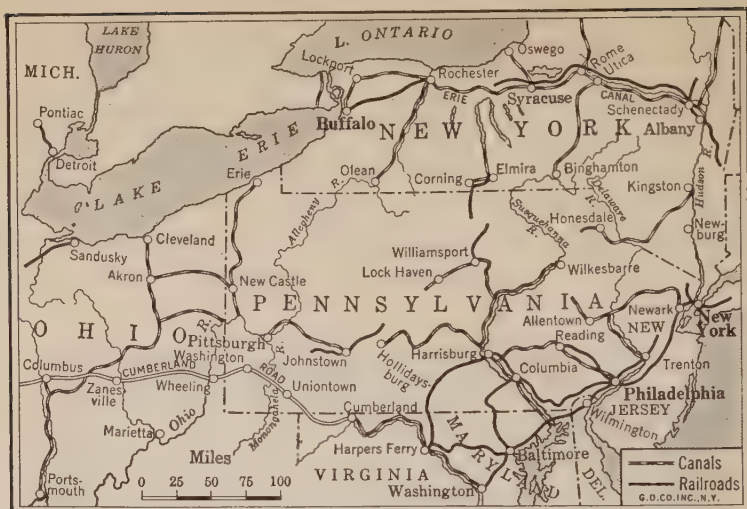
From an old print

THE ERIE CANAL

Try to construct a model showing the operation of locks in a canal.

eight million dollars were spent. The Erie Canal was finished in 1825. It was worth all the trouble it cost.

The Marriage of the Waters. When the work was completed a canal boat gayly decorated and carrying Governor Clinton and a party of distinguished



EARLY CANALS AND RAILROADS

Trace the route of the Erie Canal

people was drawn through the canal and floated down the Hudson to the mouth of the river. Here water taken from the Great Lakes and carried in a cask was poured into the Atlantic by Governor Clinton. This ceremony was called the "Marriage of the Waters." It symbolized the uniting of the East and the West by the Erie Canal.

THE HIGHWAYS

The "Flying" Machines. The roads throughout the states were still in poor condition. Nor were there many roads. The best known were the road between Boston and New York and the road between

New York and Philadelphia. Today a train makes the trip between New York and Philadelphia in two hours. In the early days vehicles making the same trip in three days earned the title of "flying machines."

Vehicles. The vehicles were of various types, depending on the purpose for which they were made. A wagon used for ordinary trucking was exceedingly simple, consisting of four stout wheels and a body mounted on the axles. There were no springs.

The Conestoga Wagon. The Conestoga wagon was a large affair with a high body and a covered top. Six horses were hitched to these wagons. The traces were attached to the heavy horse-collars. On these were fixed bells of various tones which jingled pleasantly as the teams trotted along.

The Stage Coach. For passenger traffic there were the stage coaches. The passengers usually rode

Alabama and Georgia



STAGES,

WILL leave Montgomery every Monday, Wednesday, and Friday morning, at 4 o'clock and arrive at Milledgeville early on the morning of the following Thursdays, Saturdays, and Mondays.

Good Horses and suitable Carriages have at great expense been provided — The excellent condition of the roads, and the convenient stands established throughout, render this as pleasant and is expeditious a route as any in the Southern States.

The attention of Travellers is respectfully solicited by

The Proprietors.

*. The *Mobile Commercial Register* and the *Louisiana Advertiser* will insert the above four times, and forward their bills to this office for payment.
June 1, 1877.

From a contemporary newspaper

STAGE COACH ADVERTISEMENT

Write an "ad" for an inter-city auto bus.

inside the coach where they were frequently crowded and always uncomfortable. The coach was mounted on leathern springs to make it ride more easily over the rough roads. The driver sat on a box outside and, in some sections of the country, a guard, with his



© Brown Bros.

STAGE COACH ARRIVING AT THE INN

The Inn shown in this picture is the present site of one of New York's great buildings on Madison Square.

gun ready, sat beside him to defend the passengers against attack. The fare was always high. One stage line charged its passengers at the rate of six cents a mile. Travel of this sort was slow and difficult besides being expensive. But the day of the stage coach, like the day of the sailing vessel, was passing. The railway train came to replace the clumsy stage and with its coming the country grew in prosperity.

THE COMING OF THE IRON HORSE

Horse Cars on Rails. The first American railroads used horses. Stage coaches were mounted upon rails so that the horses could draw them more easily. The rails were nothing like those we see today. These first rails were of wood with thin strips of iron nailed



Courtesy New York Central R. R.

EARLY RAILROAD TRAIN

Try to find out when the first train was run from your city. Did it look like this one? Explain.

to the wood to strengthen and protect it. Another method was tried whereby a horse, or several horses, walked a treadmill placed in a car thus turning the wheels. James Watt had invented the steam engine. John Stephenson, another Englishman, showed how a steam engine could be used as a locomotive.

Early Trains. A journey on one of these old trains would be more interesting than comfortable. The locomotive was small and not very powerful. It could not run faster than fifteen miles an hour. Usually it went much more slowly. The accommoda-

tions for the passengers were not of the best. The poorer people rode on a flat car upon which rude pine benches were placed. The wealthier rode in coaches which were very much like the old stage coaches.



Courtesy New York Central R. R.

THE TWENTIETH CENTURY LIMITED, THE FAMOUS
N. Y. CENTRAL FLYER

Compare this with the early train

Railroads and Prosperity. At first, people did not appreciate the value of railroads though a few wise men did realize their importance. Charles Carroll, the cousin of the great Archbishop Carroll, was a firm believer in the importance of the railroad. When he turned the first sod for the building of the Baltimore and Ohio Railroad he said that next to signing the Declaration of Independence, this act was the most important of his life.

SAMUEL F. B. MORSE

The Telegraph. As you ride along the countryside in a railroad car you see many telegraph poles and wires. You know that the telegraph is important in the operation of the railroad. It is important in many other ways, too. News is sent by telegraph to the great newspapers. Messages between business men and between friends often travel this way. All this seems so natural and practical that it is hard to understand the struggles of the man who invented the telegraph. His struggles came from the fact that most people thought he was foolish to think of sending messages over a wire. This great inventor was Samuel F. B. Morse.

Samuel F. B. Morse. Morse, like two other inventors whom we have met, was born in Massachusetts. His father was a learned clergyman, who, although poor, wished to have his son well educated. Morse went to a preparatory school to make ready for college. At college Morse was able to pay part of his expenses by selling pictures which he had painted. He was a good artist, doing excellent work in miniature, that is, painting small portraits on ivory. After finishing his course at Yale, Morse decided to devote his life to painting.

Interest in Art. Morse went to London to study art. His master was the famous Benjamin West who had encouraged Robert Fulton when Fulton's ambition was painting pictures instead of planning steam-

boats. But, like Fulton, Morse soon decided to give up art for invention. The change came about in this way.

Morse's Interest in Electricity. Morse had always been interested in electricity. On a voyage from England to the United States he became acquainted with a passenger, who, like himself, was studying electricity. This man had made experiments. He told Morse that an electric current would pass



Courtesy Western Union Telegraph Co.

FIRST TELEGRAPH INSTRUMENT

through wire for any distance almost in an instant. That gave Morse an idea. If an electrical current could be transmitted through any length of wire, why could not a system of signals be developed so that messages could be sent by wire? So reasoned Morse. But to put this seemingly simple plan into operation took years of labor and suffering.

Attempts to Earn Money. Morse had married and was the father of three small children. His wife died leaving the entire care of the little ones to him. He had to support them with the money that he earned from his paintings, for an inventor cannot earn money by an invention that he has not yet made. When not painting, Morse was working on his invention. Progress was slow. He could not give

all the time needed to perfect his scheme. Meantime he had hardly enough money to buy the bare necessities of life. One experience of his will show how he suffered.

The Inventor's Hard Life. Morse had a few pupils to whom he taught painting. They paid him a small amount for instruction. One day Morse asked one of his pupils if he had any money. The young fellow was embarrassed as he owed Morse for instruction. The young artist promised to pay the entire sum within the next week. "Next week!" cried Morse in despair, "I shall be dead next week," "Dead, sir?" said the pupil with horror. "Yes, dead by starvation," answered Morse. "Would ten dollars be of any service?" asked the boy. "Ten dollars would save my life," answered Morse. Morse had been without food for a day and had no money to buy any. No wonder Morse found it difficult to proceed with his telegraph.



LAFAYETTE

Painted by the inventor, Samuel F. B. Morse. What other American inventor was an artist?

At last, however, he had it in good working order. Then he sought the aid of Congress.

The Winning of Aid from Congress. Morse set up his machine to show the members of Congress what it could do. They were interested in the telegraph but did not appreciate its importance. Many Congressmen seemed to think it was a toy. Nothing was accomplished on this occasion.

First Assistance. A few years later when he was sure that the machine would fulfill all his claims Morse again asked Congress for money. He hoped to be granted thirty thousand dollars to build a telegraph line from Washington to Baltimore. The House of Representatives voted favorably on his request. The bill had next to pass the Senate.

An Anxious Wait. Morse had high hopes of success. Success must come or he would be utterly ruined. He had scarcely enough money to buy food and pay for his room. The final day of the session arrived and the Senate had not yet passed the bill. All afternoon of the last day Morse watched and waited hoping that the Senate would act. He was told that his bill could not be reached.

Aid at Last. With a heavy heart Morse retired to his lodgings and went to bed. He was awakened the next morning, March 4, 1843, to be told that the Senate in the closing minutes of the session had passed his bill.

The First Message. After a year the work of building the line between Washington and Baltimore

was finished. Morse set up his instrument in the Chamber of the Supreme Court in Washington. From this chamber he sent this message, "What hath God

W h a t h a t h G o d

L o D w r o u g h t

*This sentence was written from Washington by me
at the Baltimore Terminus at 8.^h 45 min.
A.M.
on Friday May, 24.th 1844, being the first^{ever}
transmitted from Washington to Baltimore^{by Telegraph}, and
was dictated by my much loved
friend Annie G. Ellsworth.
Sam^l F. B. Morse.. Superintendent of Elec
Mag. Telegraphs..*

Courtesy Western Union Telegraph Co.

THE FIRST TELEGRAPH MESSAGE

wrought!" Morse had done a wonderful thing. All his sufferings were forgotten in his success.

Cyrus W. Field and the Cable. The idea of sending messages under the water had been considered. To send messages to Europe through this means would be most useful because news and messages could not travel

any faster than ships could sail. Cyrus W. Field undertook to lay a cable to Europe. The first cable was laid in the year 1858.

American Writers. Inventors have made their fellow Americans more comfortable. Another class of Americans have made them happier. Writers of prose and of poetry have inspired their countrymen with noble thoughts often leading to noble deeds. Among the most loved poets is Henry Wadsworth Longfellow, "the children's poet," whose poems are also admired by older folk. John Greenleaf Whittier's poetry gives pictures of New England life. Many of his poems deal with slavery. The prose works of Washington Irving and of James Fennimore Cooper still afford hours of enjoyment to eager readers. Writers, therefore, as well as other leaders are among America's patriots.

FACTS TO KEEP IN MIND

1. Religious leaders, teachers, and inventors, as well as war heroes, have helped make our country great and prosperous.

2. Whitney invented the cotton gin. This invention made the price of cotton cheap enough to have cotton cloth widely used.

3. The invention of the cotton gin had an unfortunate effect; it helped to extend slavery.

4. McCormick invented a reaper that would enable the farmer to harvest large fields of grain economically.

5. Fulton's successful steamboat in 1807 marks the beginning of quick transportation by water.

6. Morse's telegraph enabled widely separated sections of the country to keep in touch with each other through the rapid spread of messages and news.

PROJECTS, PROBLEMS, AND POINTS FOR DISCUSSION

1. Who has the greater effect upon the country, a great inventor like Whitney, or a great naval hero like Perry? Give reasons for your answer.

2. How many articles made of cotton can you name? Could we have these without the invention of the cotton gin? Draw a picture of Whitney's cotton gin and explain how it worked.

3. How long would it take you or your mother to sew a seam a yard long by hand? How long would it take to sew the seam by machine? Which is the better method? Why?

4. Write a letter to a friend describing the trial trip of the *Clermont*, as if you had seen it from the banks of the Hudson.

5. Describe an imaginary trip take in an old stage coach. Describe the stage, the people who rode with you, the condition of the road, and the comforts of the trip.

6. Try to find pictures of early American trains. Compare them with the trains of our day.

7. Try to get for your scrap book a series of pictures showing the development in transportation. Get pictures also of inventors and their inventions.

CHAPTER XVI

THE LARGER REPUBLIC

The Growing United States. Between the time of President Washington and the annexation of Texas in 1845, the territory of the United States had been enlarged twice. Jefferson had added a vast tract of land to our country when he purchased Louisiana in 1803. Later Spain sold Florida to us. As you can see from your map, the United States, even with this added territory, was still much smaller than it is at the present time. We shall now learn how we acquired what is now the great southwestern part of our country.

SAM HOUSTON AND THE INDEPENDENCE OF TEXAS

The Texan Country. Mexico, inspired by the action of the United States in freeing herself from England, had in 1821 won her independence of Spain. Southwest of our boundaries at this time in our history lay the fertile plains of Texas. Texas belonged to Mexico, although not many Mexicans lived there. There was much vacant land in Mexico especially in Texas. A few tribes of Indians lived in this locality.

They were cared for by the priests of the Texan missions.

Settlers from the United States. Many Americans began to look at this rich country with longing eyes. Soon many Americans from the slave states moved with their slaves into Texas. The Mexican government was willing to let the Americans live upon its land and develop it.

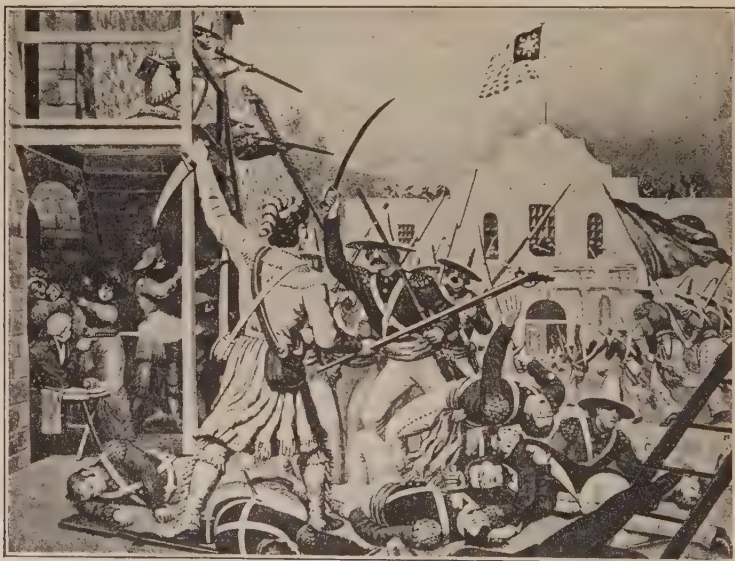
The Americans in Texas. The newcomers in Mexico prospered almost from the time of their arrival. The stories of the new country, its rich soil, and the opportunities for wealth attracted other Americans. Soon the population of Texas was largely composed of men from the United States.

The Causes of Ill Feeling. The friendly relations between the Americans and the Mexicans did not last. The Americans who went to Texas were not all seeking homes. Some were looking for adventure, which often is another name for trouble. Many were quarrelsome and of course managed to find Mexicans who were equally ready to fight. Ill feeling between the two peoples was the natural result.

The Abolition of Slavery in Mexico. The ill feeling against the Mexicans became much stronger because of a law passed by the Mexican Government. This law abolished slavery. The law, though a good one, gave offense to many Americans. Many of the Americans in Texas owned slaves. By the law against slavery their right to property was attacked. The anger of the Americans in Texas was greatly increased

because of an order forbidding Americans in the future to settle in Texas. The independence of Texas was now only a matter of finding a leader to direct the fight against Mexico. The leader appeared in the person of Sam Houston.

Independence of Texas, 1836. In 1836 the Texans boldly proclaimed their independence. The Mexican president, Santa Ana, had no intention of losing the rich Texas country without a struggle. At the head



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THE ALAMO

The Texans fought to the last man to hold this fort of an army of five thousand men, he marched into Texas determined to make the Texans obedient to his government.

The Alamo. A small force of Texans under the famous David Crockett had entrenched themselves at the Alamo, an old mission house. Santa Ana's large force attacked the garrison. It was a hopeless fight for the Texans. Crockett and all his men were destroyed. This victory greatly encouraged Santa Ana, but the Texans did not lose heart. Sam Houston had a force waiting to meet the Mexicans. He lured the large Mexican force to a spot near the San Jacinto River.

The Texan Victory. The place chosen by Houston was one which could be defended easily. The Mexicans gave battle. They were confident after their success at the Alamo, but in the present case the Texans had a fairer chance for success. The battle was won by the Texans. Santa Ana's force was thoroughly defeated. He himself was taken prisoner.

The Annexation of Texas. After this victory the fight for independence was soon won. Texas remained an independent little nation until 1845, when she became part of the United States.

THE WAR WITH MEXICO

Further Trouble with Mexico. The annexation of Texas led to war between the United States and Mexico. The war began in 1846. The excuse for fighting was a dispute over the boundary between Mexico and Texas. The United States took sides

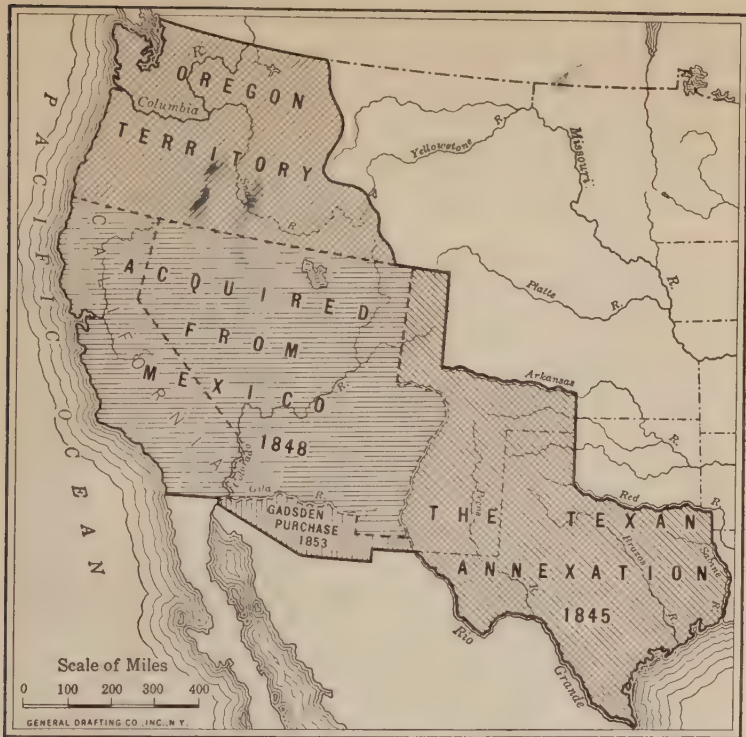
with Texas. James K. Polk was president at this time. He ordered General Zachary Taylor to begin operations against Mexico. Taylor defeated the Mexican forces in several battles. "Old Rough and Ready," as he was called, became immensely popular. After the war, which lasted but two years, Zachary Taylor was elected president of the United States.



BATTLE SCENE IN THE MEXICAN WAR

Compare this with scenes in other wars

The Results of the War. Some very important results came from the Mexican War. It gave an excellent military training to a number of young officers who were to distinguish themselves later. Among them were Robert E. Lee and Ulysses S. Grant. The war also gave the United States a vast



THE MEXICAN CESSION AND OREGON TERRITORY
Growth of the United States to the Pacific

new territory. We gained not merely the strip of land in dispute between Texas and Mexico but also the territory known as New Mexico, Utah, and California. In accordance with the terms of the treaty, we paid Mexico a sum of money, but this sum was almost nothing in comparison with the value of the newly acquired land.

California. Part of the Mexican cession was located on the Pacific. It had had a most interesting history. California was discovered by Cabrillo, a Portuguese explorer in the service of Spain. He was living in Mexico when ordered by the governor to explore the western coast of America. In the summer



DRAKE AND THE CALIFORNIA INDIANS

Trace Drake's route on the map of the Discoverers

of 1542, he began his voyage of exploration. He discovered California and explored the coast as far north as the present State of Oregon. Nearly forty years later, Sir Francis Drake, an Englishman, visited the coast of California and stopped in a bay north of San Francisco to repair his ships. Drake then sailed



© William H. Sadler

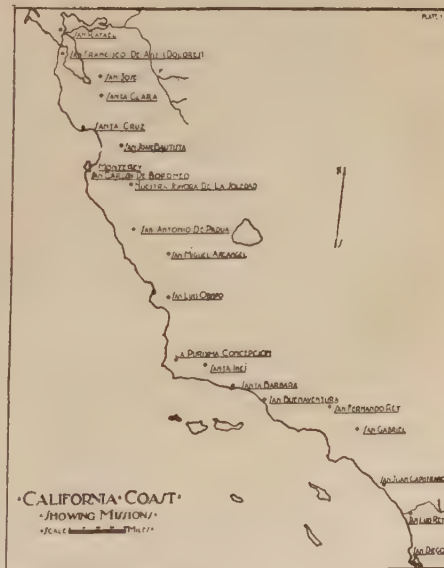
HAPPY DAYS IN AN EARLY CALIFORNIA MISSION

The good monks taught the Indian boys how to read and how to work.

across the Pacific and on to England thus completing the second voyage around the world. England, however, was not then interested in California.

Father Junipero Serra. For a long time the Spaniards also took little interest in California. But in the year 1769 the Spaniards began the development of California through the labors of the Franciscan Fathers. The leader in this work was Father Junipero Serra. He founded a mission called San Diego which met with great success. Within fifteen years he had founded nine missions including one called San Francisco after which a great American city is named.

The Missions of California. The mission was an exceedingly interesting institution. It was founded by the missionary priests to serve at first as a kind of headquarters for the conversion of Indians. When the priests arrived at a suit-



By Permission Paul Wenzel

MAP OF THE CALIFORNIA COAST SHOWING THE LOCATION OF THE MISSIONS
What cities are located to-day on the sites of these missions?

able spot they constructed a simple little chapel as a home for Our Lord. Then they built a little home for themselves. Next they constructed quarters for the Indians whom they encouraged to live at the mission.

The Plan. Within a short time the priests, with the aid of their Indian converts, erected a permanent group of buildings. These were strongly built with walls of stucco and roofs covered with red tile. The priests planned their buildings in the form of a quadrangle. In the court in the center was a lovely garden.

The Mission Buildings. The principal building was the church. Here the Indians came to attend Mass. Here they heard about Our Saviour, His Mother, and the Saints. The workrooms for the Indians who were capable of learning a trade occupied another section of the mission. Living quarters for the missionaries, a place where the sick could be treated, and a school occupied the rest of the space in the mission inclosure.

A Day at the Mission. Days at the mission were busy and happy. At sunrise the mission bell called the Indians to morning prayers. Leaving their little dwellings or dormitories, as the case might be, all hastened to the church for morning prayers and Mass. Then followed breakfast and the beginning of the day's work. Some of the Indians worked on the farm where they cultivated wheat, barley, corn, and beans. Some were engaged in caring for the cattle. Those who could learn a trade busied them-

PLATE VIII



By Permission Paul Wenzel

PLAN OF A MISSION

As you read the story, refer to the plan. Construct a mission using this plan.

selves tanning hides, weaving, spinning, doing carpentry work, or making soap, for the Mission Fathers trained the Indians to do many useful things. Everything that the Indians needed was raised or made at the mission. The Franciscans brought to America

fruits that had not been grown here before. From sunny Spain orange and lemon trees were transplanted to the orchards of the missions.

Time for Rest.

The day's work was not too hard nor too long. The labor usually occupied six or seven hours each day. After their meal at eleven o'clock the Indians rested until two. No work, of course, was done on Sundays or Holy Days.



Courtesy Atchison Topeka and Santa Fé R. R.

A CALIFORNIA MISSION TO-DAY

Several of the old Missions still flourish and the good priests look after the little ones with care.

Mission Fare. At the close of the day's labor the Indian had his evening meal. This did not differ greatly from the breakfast or midday repast. The

principal dish at all meals was a gruel made of grain, usually cornmeal. At noon the gruel was served again, but with the addition of some peas or beans. Meat was rarely eaten.

Night Prayers. At the end of the day the Indians went to the church for night prayers. Before bedtime they amused themselves with games or dancing. At nine o'clock the bell rang to call all to bed. So closed the peaceful busy day.

JOHN CHARLES FRÉMONT

Arrival of the Americans. In the year 1826 a little band of American pioneers made their way into California. They were followed by others as venturesome as themselves. The number of Americans in California increased steadily. Within a few years there were sections where the Americans outnumbered the Mexicans.

A Wonderful Land. California was a land of wonderful opportunity. It held attractions as well for the man who wished to till the soil as for the rancher who hoped to raise cattle. The forests, being still the hiding places of fur-bearing animals, were a lure to the hunter. Traders also found California a place in which to win a livelihood.

A Famous Scout. At the time the war broke out between Mexico and the United States, a famous American scout was camping in the Sacramento Valley. This scout, John Charles Frémont, received a

message that came all the way from Washington. The message told him to look after the interests of Americans who were living in California and therefore in the territory of the enemy. Frémont was a good man to assume any kind of responsibility. His long experience in the West fitted him for the difficult task.

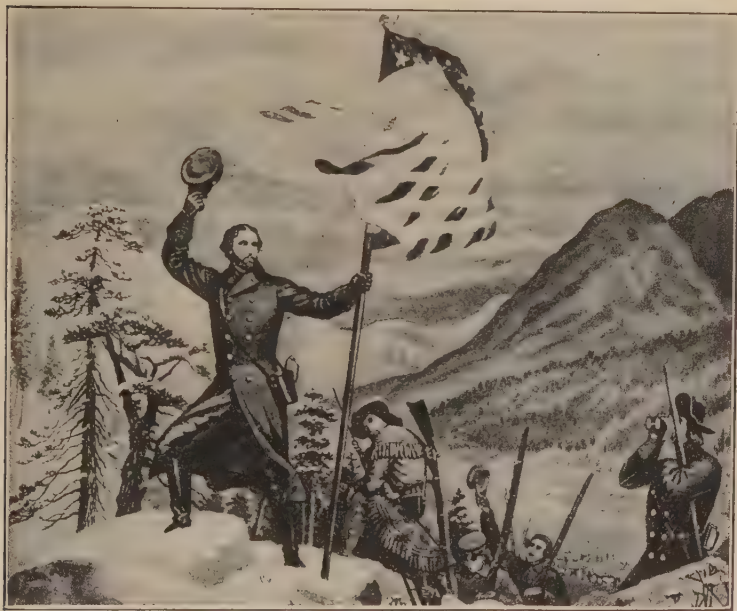
The Early Career of Frémont. Frémont was born in Savannah, Georgia. After receiving a college education he turned his talent to surveying for the government. His work was done in the Middle West. Here he heard something about the wonders of the Far West. He resolved to explore the western country so that its value might be properly reported. His first expedition explored the country along the Kansas and La Platte rivers. He went to the Rockies and climbed the peak in Wyoming that now bears his name. This expedition, though filled with hardships, made him eager to learn more.

The Pacific and California. Frémont's first expedition had proceeded by a northerly route. He now proposed to go to the Pacific by a central route. The party did not go directly to California. On the way they explored Colorado, then the Oregon country, and finally crossed the Sierra Nevada into the Sacramento Valley.

The "Old Pathfinder." Frémont again penetrated into the Sacramento Valley and it was here that the "Old Pathfinder" received the message to look after American interests. He hardly needed

the message, for the Americans in California were looking after their own affairs very well.

The Bear Flag. When the report of the Mexican War reached the Americans they decided on a bold course of action. A number of them met and pro-



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FREMONT RAISES THE FLAG IN CALIFORNIA

The Stars and Stripes soon replaced the Bear flag.

claimed their independence of Mexico. They raised a flag as a sign. This was the famous "Bear Flag" of California. It was made of a piece of bunting on which had been rudely painted the figure of a bear.

California's Independence. The Americans who had thus declared California's independence had help from two officers of the American navy, Commodore Sloat and Commodore Stockton. Commodore Sloat first raised the American flag at Monterey. General Kearney, at the head of a little army, marched from Sante Fé to California to help bring it under the control of the United States. Before reaching California, Kearney learned from scouts that the American settlers had already declared California's independence of Mexico. The presence of his force helped to complete the task.

"THE FORTY-NINERS"

John A. Sutter. Early in the year 1848, a most important discovery was made on the claim of John A. Sutter. John A. Sutter was an immigrant from Switzerland. He had been a soldier in his day, having attained the rank of captain. In 1841 he settled in California on a large tract of land which he had received from the Mexican government. He raised grain and cattle on this land and carried on a profitable fur trade with the Indians.

The Discovery of Gold. One day one of Captain Sutter's workmen was walking near the mill-race of the new sawmill. His attention was attracted by some shining yellow particles in the sand. Some of these particles were brought to Sutter for examination. "Gold!" he exclaimed. He was not mistaken. Gold had really been discovered.

The Rush for Gold. The news could not be kept secret. Everyone in California soon knew about it. The word spread over the country and even to Europe. Men by the thousands left their work to start for California. Everyone had the gold-fever.



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DISCOVERY OF GOLD IN CALIFORNIA

What do you think the workmen will do when they find the stream sands contain gold?

A few ounces of the glittering metal were worth many months of toil in the fields. Of course it might not be so easy to find the few ounces of precious metal, but men did not stop to reason.

The Way to California. Some made their way across the plains on horseback or in prairie schooners.

Others went by water, having to sail all the way around Cape Horn. The crews of the ships that reached California, as well as the passengers, set out for the gold fields. The population of California increased daily. But of those who journeyed across



STAGECOACH AND PRAIRIE SCHOONER

Which one would have the more interesting experiences, the stagecoach traveler or the pioneer in the covered wagon? Give reasons for the answer.

the plains not all reached their destination. The way to California was marked by the whitening bones of many who had succumbed to the hardships of the journey.

The Population of California. Within two years California had grown in population from a few thou-

sands to over one hundred thousand. Many did not find the gold they sought but they did find something better. Fertile soil, healthful climate, and other advantages were there to make California one of the great states in the American Union.

THE OREGON COUNTRY

The Last Frontier. There was still another part of our country that had as yet remained unsettled. This was the Oregon country. The Oregon country was much larger than the present state of Oregon. In addition to Oregon it included Washington and parts of Montana and Idaho.

The Lewis and Clark Expedition. After the Louisiana Purchase President Jefferson sent out a party to explore the far northwest, in 1803. It was led by Meriwether Lewis and William Clark, brother of George Rogers Clark. After many thrilling adventures the explorers reached the upper part of the Missouri River. The next year they crossed the Rocky Mountains. The expedition then sailed down the Columbia River through the Oregon Country to the Pacific Ocean. Lewis and Clark returned three years after their start with valuable information about the country, its Indian tribes, and its fur-bearing animals.

English and American Claims. As years passed both England and America claimed Oregon. Englishmen had found this country an excellent place for the fur trade. Some Americans, also, had engaged

in the fur business. Although neither nation had many citizens living in this territory, each nation insisted on its claim to ownership. A treaty was made between the two countries giving the citizens of each the right to settle there. The treaty, however, did not settle the difficulty. The problem was solved later, the presence of many American settlers strengthening the claims of the United States to this territory.

The Great Migration. In the year 1843 a large band of settlers began the march to Oregon. This movement is often called the "Great Migration." The fame of the Oregon country spread throughout the Middle West. People got the "Oregon fever" as it was called. The starting place for pioneers to the West was Independence, Missouri. Thither journeyed the pioneers in single families or in groups. They traveled from Illinois, Ohio, Indiana, Kentucky, Tennessee, and Missouri.

The Covered Wagon. The party, one thousand men, women, and children, left Missouri early on a May morning, in 1843. They traveled on horseback and in the one hundred twenty "covered wagons" that were part of the company's equipment. The number of wagons was so great that the pioneers decided to move in two divisions. Those owning few cattle were to move in the "light column," those with large herds, in the "cow column."

The Cow Column. The business of moving was no small undertaking as you can see by studying how

the "light column" and the "cow column" advanced. The entire party, members of both columns, had to be up at dawn. The Sentinels gave the rising signal by discharging their guns. The women cooked the breakfast while the men and boys corralled the cattle. All loose articles were lashed to the wagons



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THE COVERED WAGONS

If you could look into one of these wagons what would you see there?

so that there would be no delays or losses once the party started. Breakfast had to be finished before seven for at that time the signal to start was given. Meanwhile the oxen had been yoked to the wagons and with the sound of the trumpet the long train of covered wagons began to move. "Gee, haw,"

cried the drivers to keep the oxen properly at their task.

The Scouts. Some of the men went ahead to act as scouts. Sentinels moved at some distance from the wagon train. The long line of cattle followed in the rear.



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EVENING MEAL ON THE OREGON TRAIL

What is on the bill of fare?

The Long Day. The party moved slowly for the wagons were heavily laden with furniture and farm implements, and, though oxen are strong, they move at a slow pace. At noontime a halt was made for a hasty lunch. This over, once more the long train of prairie schooners crept along. All through the hot afternoon, for it was now summer, the party plodded its weary way.

Preparations for the Night. Before sunset the signal to halt was given. The wagons were drawn end to end in a circle, each wagon chained to its neighbor. Sentinels were posted while preparations were made for the evening meal. There were no idle hands in the party. Even the boys and girls, unless they were very small, were given something to do. There were cattle to look after and fires to be tended.



MAP OF THE OREGON TRAIL AND THE ROUTE OF LEWIS
AND CLARK

The Lewis and Clark expedition, traveling light, went mostly by canoes. When the settlers migrated with all their belongings they had to take the overland route.

The Evening Meal. The families sat about the fire to eat their evening meal. The food was very simple. When the hunting party was successful there was plenty of buffalo meat and prairie chickens. Hot cakes made at the fire were always on the menu.

Repose. Before sundown, fires and lights were extinguished lest the attention of unfriendly Indians

be attracted to the camp. The wagons chained together in a circle made a fairly good fort but everyone hoped this defense would not be needed.

The Overland Trail. After six months of this difficult kind of traveling the party reached Oregon. Here many of the pioneers settled. The following years saw many emigrants arriving in Oregon. The arrival of so many emigrants in this region gave the United States an excellent claim to the country. A treaty was made between Great Britain and the United States stating that all the territory south of 49° of latitude belongs henceforth to the United States.

THE FATHER OF OREGON

Dr. John McLoughlin. The settlers who arrived in the early winter of 1843 would have fared badly except for the great charity of Dr. John McLoughlin. John McLoughlin was a Canadian by birth. He received his education in Canada. Later, in Edinburgh, he studied medicine. Upon his return to Canada Dr. McLoughlin began to practice medicine but gave it up after a time to join a fur-trading concern. In 1821 McLoughlin was appointed factor of the Hudson Bay Company in Oregon.

The Peacemaker of Oregon. Oregon was a desolate and dangerous place when McLoughlin arrived there. So hostile were the Indians that it was very dangerous to move about the country. Men had to travel in large well-armed parties. McLoughlin's



kindly ways soon won the friendship of the Indians. While McLoughlin was in charge the Indians ceased fighting with the whites and among themselves.

Americans in Oregon. The coming of the American settlers brought about many difficulties. The Canadians who claimed Oregon at this time were unfriendly to the Americans and looked upon them as foreigners. The Hudson Bay Company did not



From Blasfield's "Westward," in State Capitol, Des Moines, Ia.

WESTWARD

Certain things connected with the West are shown in this picture. How many can you find?

want them as the presence of so many settlers would drive away the fur-bearing animals from this part of the country. The company warned McLoughlin not to assist the Americans under penalty of losing his position. McLoughlin was a man of great goodness of heart. He preferred doing good to making money. Rather than give up helping people McLoughlin resigned his post with the Hudson Bay Company.

The Father of Oregon. His kindness to the Americans showed itself in many ways. For their new farms he provided seeds. Other supplies that they needed he procured. Much of his time was spent nursing the sick. Indeed his kindness did much to do away with the bitter feeling between Canadians and Americans. In recognition of his services to the American pioneers he is called the "Father of Oregon."

FACTS TO KEEP IN MIND

1. Texas belonged to Mexico. As it was a rich country with very few inhabitants American settlers were attracted to it.

2. The Americans, who by 1836 made up the bulk of the population, declared their independence of Mexico and formed the Republic of Texas.

3. In 1845 the Republic of Texas became part of the United States.

4. The annexation of Texas helped to bring on a war between the United States and Mexico.

5. This war was a military school for many officers who later served in the Civil War. After the Mexican War we were able to buy from Mexico much exceedingly valuable territory.

6. The "gold-craze" of '49 led thousands of settlers to California.

7. The presence of a number of American settlers

gave the United States reason to claim Oregon by right of occupation.

PROJECTS, PROBLEMS, AND POINTS FOR DISCUSSION

1. What answer would you give to a Mexican who said that the United States had no right to go to war with his country?

2. Study your map to see what territory the United States acquired after the Mexican War. What states are now part of this territory? Write their names on your outline map.

3. Draw a plan of a California mission. Describe what took place in each part of the inclosure.

4. Suppose you had been traveling with the "cow column"; which part of the day would you find the most interesting?

5. Write a diary for a week as if you were a child in the Great Migration.

6. Dr. John McLoughlin is often called the "Father of Oregon." Mention some of the things he did which may have won for him this title.

CHAPTER XVII

SLAVERY AND THE UNION

The Slavery Question. While the pioneers were moving to where they could hear the "breakers roar" on the Pacific a great danger was threatening the very life of our nation. This danger was the question of slavery. It was a question that had to be settled. Our statesmen were studying for hours and hours to see how the problem could be solved. The addition of the Texas territory made the matter more difficult. Those who wanted slavery saw in Texas a new place where slavery could be extended. Of course those opposed to slavery did not wish slavery to be extended into the new territory.

The Great Problem of Slavery. The slavery question was an old difficulty. It began in 1619 when the first cargo of slaves arrived at Jamestown on a Dutch ship. The poor negroes who had been bought or captured in Africa were taken ashore and sold to Virginia planters. The Virginians and the planters throughout the South were most willing to purchase slaves to work the plantations.

The Disappearance of Slavery in the North. The Southerners were not the only ones who believed in slavery. Many New England ship owners had made

their fortunes in the slave trade. The use of slave labor, however, was not general in New England. New England farms were so small that slaves could not be used on them to advantage. Slavery, there-



© From "Dixie," a *Chronicles of America Photoplay*
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THE SLAVES' QUARTERS

Compare this picture with that of "Westover," a planter's mansion.

fore, was not profitable in the North. Consequently it was abolished gradually.

The Value of Slavery to the South. In the South conditions favored slavery, especially after the invention of the cotton gin. Slavery became so much a part of the life of the Southern States that it divided

the people of the South from the people of the North.

Southern Interests. The occupations of the North differed from the occupations of the South. On account of its soil and climate the South was largely agricultural, its wealth being derived from cotton, tobacco, rice, sugar-cane, and indigo. The North was turning more and more to manufacturing. These differences in interests and life sharply separated the two sections.

The Slavery Question in Congress. In the Congress of the United States slavery became the great topic of discussion. Leaders like Calhoun, Clay, and Webster spoke on this burning question.

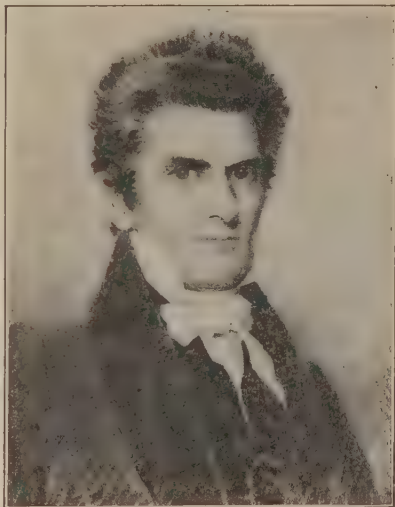
JOHN C. CALHOUN

A Southern Orator. John C. Calhoun was born in South Carolina at the close of the Revolutionary War. When John was a little lad his father died, leaving the care of the children to their mother. They were all good children in the Calhoun family and none worked harder than John to make things easy for their mother. Schools were few in the South at that time. Calhoun was not able to get much education. When he was a little older he had the opportunity to prepare himself for college. This required hard study but Calhoun was willing. At eighteen he entered Yale College. After college days he studied law.

Calhoun in Congress. Calhoun did not make a very successful lawyer. An opportunity came to him to enter political life. In 1811 he was elected to Congress. The great statesman Henry Clay was at that time the Speaker of the House of Representatives. He took a fancy to the young Congressman from South Carolina.

Calhoun took an active part in all the important questions that came before Congress. One of these questions was the War against England in 1812. Calhoun favored it. Another important question was the tariff—Calhoun's attitude on it was determined by the differences existing between the occupations of the North and the South. He recognized that the North

was becoming a manufacturing section with free labor; while the South was a farming section and depended upon slave labor. There was a conflict of interests. Calhoun argued, therefore, that a law like the tariff passed by Congress to aid the North would at the same time injure the South. South Carolina, Calhoun's state,



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JOHN C. CALHOUN

"I am a States Rights Man"

a farming section, passed the Ordinance of Nullification.

The Ordinance of Nullification. South Carolina decided that a state need not obey a law passed by the United States Congress if the state believed that the law would be harmful to the state. Calhoun approved of South Carolina's action. "I am a states rights man," he said.

Calhoun on Slavery. On the question of slavery Calhoun saw only the Southern side. There were Southerners who did not favor slavery but argued that since it had such hold upon the South it must be allowed to continue. Calhoun went further. In a speech in Congress, Calhoun proclaimed that "slavery is a good, a positive good."

Calhoun's Extreme Views. Calhoun's views, fortunately, were not shared by all in the South. He represented the extreme point of view of the South. Between his opinions and the extreme views held in the North were those of men like Henry Clay, who labored unceasingly to preserve peace in the United States.

HENRY CLAY

Virginian and Kentuckian. Two states claimed Henry Clay as their own, Virginia and Kentucky. Henry Clay was born in Virginia in a region called the "Slashes." Henry was one of seven children. He was left fatherless when he was only four years old. His father willed to the family a comfortable house and a fairly good estate but the section where the

Clays lived was declining. People were moving to other sections of Virginia or into Kentucky.

The "Mill Boy of the Slashes." Henry Clay's early life was much like that of the other boys of the



from the painting in the Metropolitan Museum of Art, N.Y.

"MY OLD KENTUCKY HOME"

Do the people in this picture seem to be happy? Explain your answer.

neighborhood. He received some education in a nearby school. When school was over he helped about the farm. He was frequently seen on horseback riding to the mill, with a sack of grain slung in front of him. He became known as the "mill boy of the Slashes."

Clay's Legal Training. Young Clay was given a position in one of the law courts of Virginia. Here he met one of the greatest lawyers of the day, who was much impressed with young Clay's earnestness. He offered to give the young man a training in law. Clay took full advantage of the instruction given. A license to practice law was his reward. The young lawyer did not remain in Virginia. Like many Virginians Clay looked upon Kentucky as the land of opportunity and moved there in 1797.

Clay in Kentucky. In Kentucky he began to practice law with success. He took an active interest in public questions and was frequently heard making speeches on problems of the day. He wrote newspaper articles on the slavery question which he realized was the most serious difficulty the country had to face. Clay believed that the slaves should be freed gradually.

The Senator from Kentucky. Clay was elected to the United States Senate to fill out a short term. This was the beginning of his active career in national politics for he was associated with Congress, except during short intervals, for the rest of his life. Three times Clay was nominated for the presidency but was defeated each time. No doubt, his attitude on slavery—he believed in compromise—lost him many votes.

The Great Pacificator. Clay received this title from his success in smoothing over difficulties between the North and the South. The Missouri Compromise in 1820, resulted in a temporary peace on the slavery

question. The slavery question however came up again and again. In 1850, Clay now an old man, calmed for a while the storm that was gathering over the question of slavery. As on the previous occasion Clay tried to please both sides. There were some



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CLAY ARGUING FOR COMPROMISE

Peace between North and South was Clay's ambition

points in his resolution pleasing to the North while others favored the South. However, neither side seemed willing to give in.

Clay's Determination. Clay felt that his measure must pass and that it was his duty to see that it did pass. He was a wonderful orator. He felt that

if he could speak before the Senate his compromise would be adopted.

A Feeble but Brave Man. Clay was in poor health and in no condition to stand such an ordeal as speaking before the Senate. His love for the welfare of his country overcame all else. On account of his feebleness he made his way slowly to the Senate Chamber. He felt that this was to be his last great effort and he must not fail.

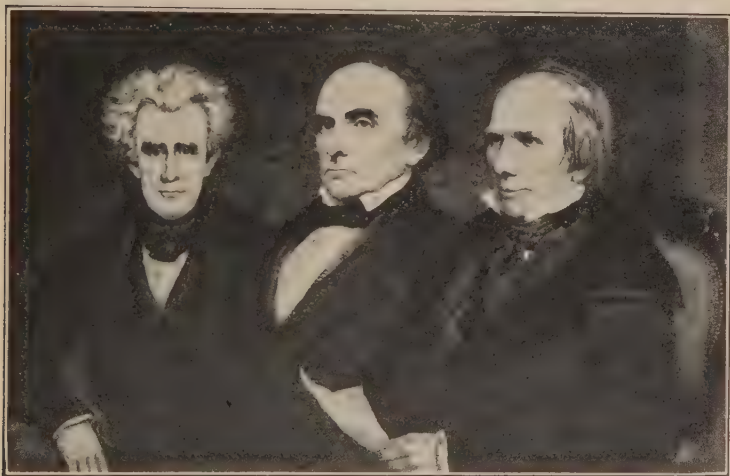
The Last Great Speech. Hearing that Clay was to address the Senate people came from great distances to listen to him. Clay spoke with much of his old eloquence. He compelled men to listen and then act. Once again Clay won the day. The bill for which he pleaded was passed. The Compromise of 1850 became a law. But this law was bound up with the question of slavery. It did not settle the question. The Compromise failed to bring peace. Clay did not live to see the great struggle. He died in 1852, an old man worn out by his efforts in behalf of his country.

DANIEL WEBSTER

A Northern Orator. There was another voice raised in defense of the Union. This voice came from the North; it was the voice of Daniel Webster. Daniel Webster was born in 1782, the year in which Calhoun was born. He was the son of a New Hampshire farmer who was also a judge. Daniel was next to the youngest of ten children.

A Young Farmer. Although Webster was not a robust boy he tried to do his share to help his father on the farm. The farm was not very productive and there were many hungry Websters to feed.

A Young Orator. Daniel did not receive very much schooling as a boy. However, he did his best to make up for his loss by reading any good books he



From a print in N. Y. Public Library

JACKSON, WEBSTER, AND CLAY

Can you give a quotation from any of these leaders?

could get. Poetry interested him greatly. He was very fond of declaiming and often neighbors would stop to hear Daniel recite.

The Sacrifices of the Websters. Feeling that Daniel would become a great man if he could get an education, the family determined to send him away

to school. Brothers and sisters as well as his father worked extra hard to make this possible.

Education. Daniel Webster went to Exeter Academy and then to Dartmouth College. He stood well in his classes and was known as the best speaker in the college.

Legal Studies. After college days young Webster began the study of law, which he gave up after a while to teach school. Realizing his best chance for success lay in the field of law, Webster returned to it with great seriousness. He soon became a successful lawyer.

Webster in Boston. Webster took up his abode in Boston, believing that in that city he would have a better chance to display his talents. He soon became well known. The income from his legal business rose from two thousand dollars a year to twenty thousand dollars, which in those days was considered a great sum of money for a man to earn.

Congressman. Anxious to have a place in national politics, Webster ran for Congress. He was elected. From that time on Webster's best efforts were given to politics.

Webster and the Union. The greatest work of Webster was his defense of the American Union. Times were changing. Webster began to see that the American Union would go to pieces if the interests of one section of the country were allowed to overrule the interests of the entire country. His great plea was for the Union. This plea he made in

the Senate, in 1830, in answer to a states rights speech made by Senator Hayne of South Carolina.

"Liberty and Union." Webster was wonderfully impressive as he made his speech. He was a fine looking man. His voice was powerful yet musical.



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DANIEL WEBSTER

This famous speech made by Webster closed with the words: "Liberty and Union, now and forever, one and inseparable."

Many eager listeners crowded into the Senate Chamber to hear him. He ended his speech with these words, "Liberty and Union, now and forever, one and inseparable."

The Effect of Webster's Speech. The effect of this speech was not limited to its hearers; it reached every part of the country. Copies were printed by the thousands and spread broadcast. Men read it with great eagerness. Those who realized the importance of the Union found in it a statement of what they believed but could not themselves express. Some who had disagreed began to doubt the correctness of their own views.

Webster's Last Appeal. In 1850 Webster once more made an earnest appeal for the Union. On this occasion he argued in favor of Clay's Compromise. His pleadings for the Union had an effect. But the time had come when words must fail. The question of Slavery or the Union had to be settled finally by the sword.

FACTS TO KEEP IN MIND

1. After the Mexican War the slavery question became very serious. It began to divide the country into two distinct sections, North and South.

2. Statesmen saw that if the North or the South insisted upon thinking its own interests more important than those of the country as a whole the United States might be destroyed.

3. Daniel Webster, a Massachusetts statesman, devoted all his talent to the principle that the Union must be preserved.

4. John C. Calhoun of South Carolina believed that

each state was supreme and that under certain conditions a state might leave the Union.

5. Henry Clay hoped to save the Union by compromise.

PROJECTS, PROBLEMS, AND POINTS FOR DISCUSSION

1. In what ways did Southern interests differ from those of the North? Answer this question by making lists for comparison.

2. Imagine yourself present in the Senate when Webster made one of his great speeches. Describe the scene to some one who was not there. Tell what Webster said.

3. Make believe you are a newspaper reporter. Write a short report of an interview you had with Calhoun in which Calhoun set forth his ideas about slavery and the tariff.

4. Get pictures for your scrap book, showing Webster, Clay, and Calhoun as children, and other pictures showing them in the Senate.

5. Make believe you are the secretary of the Senate in 1850. Write in your diary the most important subjects discussed in the Senate at that time. Make a brief note about the most noted speakers.

CHAPTER XVIII

SAVING THE UNION

A New Guide. In 1852, Webster the last of the three great statesmen died. Who would take up the burden? Already a man greater than all three was getting ready for his task. The great Abraham Lincoln was learning the lessons of honesty, patience, and sympathy that were to enable him to guide the country through some terrible years.

ABRAHAM LINCOLN

A Son of Kentucky. In a miserable log cabin on a poor Kentucky farm, Abraham Lincoln was born, February 12, 1809. The Lincoln family did not remain long at Abraham Lincoln's birthplace. Another cabin was built in a different section of the country and to it the family moved.

Lincoln's Boyhood Home. The new cabin was very simple. It was made of logs. The roof was rough and apt to leak when it rained. The floor was the bare ground. An opening answered for a door. Probably the cabin had no windows. Rude bunks were the beds. This was hardly the place to look for

a boy who was to grow into one of the world's greatest men.

The Lincoln Family. The family consisted of the mother and father and a sister, Nancy, who was two years older than Abe. Matters were not much better in the new locality. Lincoln's father was a carpenter by trade, but he was not successful at car-



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LINCOLN'S EARLY LIFE

What does this picture tell about pioneer life?

penry. He then turned to farming. His attempts at farming were a failure, too.

Life in Indiana. When Abe was eight years old the family moved to Indiana. Lincoln describes the new home in these words: "It was a wild region with many bears and other wild animals in the woods.

Here I grew up. There were some schools, so called, but no qualification was ever required of a teacher beyond readin', writin', and cipherin' to the rule of three. There was absolutely nothing to excite ambition for education."



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LINCOLN STUDYING BY THE LIGHT OF THE OPEN FIRE
How many advantages have you that Lincoln did not have?

The Loss of His Mother. Under such difficult surroundings Lincoln lived. The year after the arrival of the family in Indiana, Lincoln's mother died. What a dreary place the cabin must have been without her! Lincoln once said, "All that I am or ever expect to be, I owe to my mother."

Struggles for Education. Lincoln could spend only a year at school. The school that he attended was a very poor one. To get to it Lincoln had to walk four miles through the forest. After leaving school Lincoln tried to acquire an education by himself. Paper was so scarce that he worked out problems in arithmetic on the back of a wooden shovel,



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LINCOLN ON HIS WAY SOUTH ON A FLATBOAT

Do you think this was difficult work? Explain

using a charred stick for a pencil. No one helped him with his examples.

Lincoln's Books. The few books he could borrow were read carefully, the boy poring over every sentence. Whatever he thought of special value, he memorized. The books he read were the kind that

would help him most. These books included the Bible, Shakespeare, Æsop's Fables, Robinson Crusoe, a History of the United States, and a Life of Washington.

Farm Work. Young Lincoln's body was strengthened by the hard work he had to do. His father did not know how to manage well, so that young Lincoln often had to help support the family. He did this by working for farmers in the neighborhood. Before he was twenty-one he had grown to be six feet four inches in height and his frame was strong and sinewy.

First Acquaintance with Slavery. When he was nineteen Lincoln had the opportunity to make a trip to New Orleans. This trip made an impression on him that he never forgot. While in the South, it is said, he witnessed an auction sale of unfortunate negroes. Lincoln was terribly shocked at the sight. He declared that if ever the opportunity came to strike at that system, he would "hit it hard."

The Rail Splitter. Once more Lincoln's father decided to move. This time the family went to Illinois. Life here was no pleasanter than in Indiana. Lincoln worked for a time at rail splitting. This was the hardest kind of work and for it there was very little pay.

Other Occupations. Lincoln now engaged in a variety of occupations. At different times he worked as mill-hand, as clerk in the village stores, as postmaster, and as surveyor. In all these occupations he won the good will of people by his kindness and honesty.

Lincoln in Politics. Lincoln's entry into politics was the turning-point in his life. He had those qualities that make for success. He was a plain but forceful speaker. He could explain the questions of the day so that the ordinary man could understand them. As Lincoln became better known, he also became



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THE RAILSPLITTER

better liked. His growing popularity brought him into a contest with one of the great statesmen of the day, Stephen A. Douglas.

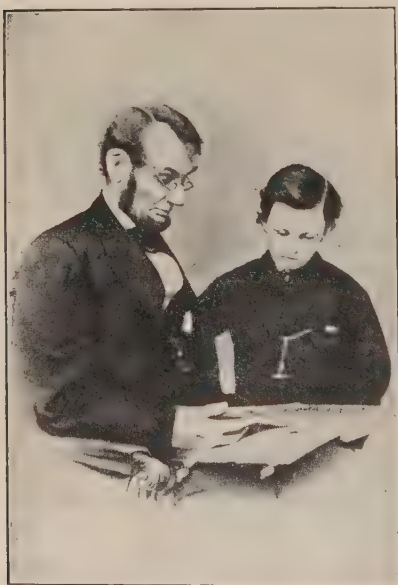
The "Little Giant." Stephen A. Douglas was the United States Senator from Illinois. He was called the "Little Giant," because though he was small in stature he had a powerful mind. He was very popular,

too, and had great hopes of one day being elected president on the Democratic ticket. To win the favor of the Southern Democrats, Douglas had to support slavery. In 1858 Douglas was running again for the United States Senate.

The Republicans. A new party had arisen that was very much opposed to the extension of slavery. This party, the Republican Party, offered Lincoln the nomination for the Senate. Lincoln went about the state opposing Douglas. They appeared several times

together on the same platform to debate their beliefs. These debates deeply interested thousands of people. Men traveled from distant places to hear the two speakers.

Lincoln's Leadership. The election took place. Lincoln was defeated and Douglas went to the United States Senate. Lincoln was not forgotten, however. His clear strong arguments against slavery had made a deep impression. Men recognized in Lincoln a



International Newsreel Photograph by Brady

LINCOLN AND HIS SON
Compare this with Lincoln's own
boyhood.

leader who was as honest as he was fearless.

President Abraham Lincoln. Two years later the presidential elections occurred. There were two great parties, the Democratic and the Republican. The Democrats were hopelessly divided on slavery and other questions and nominated two men. The Republicans nominated Lincoln. After the votes were counted it was found that Lincoln had been elected President of the United States.

A Fortunate Choice. It was fortunate he had been elected, for the country was soon to be engaged in the terrible Civil War. Lincoln guided the country during these critical years, working and praying that the American Union might be preserved.

THE CIVIL WAR

The Result of the Election. The election of Lincoln had an immediate effect upon the South. The Southern leaders now knew that slavery could not be extended. If slavery could not be extended, the influence of the South must decrease. Within six weeks after the election some of the cotton-growing states declared their intention to secede. Early in the year 1861 others among the Southern states followed. These states withdrew from the Union, declaring that they were no longer part of the United States. This action was accomplished without bloodshed.

The Confederate States. The Southern States then formed a government. A constitution was drawn

up. This constitution called the newly-organized government the Confederate States of America. The constitution of the Confederacy followed the United States Constitution in most points but it differed in one essential matter: it made the states and not the central government supreme. The office of president in the new government was given to Jefferson Davis, a planter from Mississippi. Jefferson Davis was a clever man and a statesman of experience.

Davis and Lincoln. Davis and Lincoln make an interesting study. They were about the same age. Both were born in Kentucky, but how different they were in other respects. Lincoln's boyhood had been passed amid the rudest surroundings. Almost every advantage had been denied him. Most of his knowledge was gained by hard knocks. His hands had been hardened by toil. Davis came from a well-to-do family. His boyhood was spent on a plantation of fair size. Here he had seen slavery. The very comforts that he enjoyed were the product of the toil of his father's slaves. It was hard for Davis, so brought up, to believe slavery to be wrong.

Davis's Education. Jefferson Davis had received a good education. He had attended preparatory school, after which he had gone to college. Later he entered the United States Military Academy at West Point. Davis made a good soldier. He fought in the Mexican War with great bravery. He did not, however, remain in the army. Politics became the field of his activities. From the close of the Mexican

War until the beginning of the Civil War, Jefferson Davis took part in the government at Washington. Part of the time he served as senator, and part as Secretary of War in the president's cabinet.

The Man and the Hour. All Davis's interests were Southern. He was as well fitted as a man could



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CONFEDERATE SOLDIERS LEAVING FOR WAR

Does this picture show that the Southerners were brave? Explain

be to perform a hopeless task. However, neither he nor the other Southerners thought their condition to be hopeless, nor did they think that the Confederate States could fail. When Davis arrived to assume the presidency of the Confederacy an onlooker cried out, "The man and the hour have met."

Secession. Seven Southern States quietly seceded. North and South knew that war had to come, but each side hesitated to strike the first blow. The war was begun by the Southern attack on Fort Sumter in Charleston Harbor.

Fort Sumter. Fort Sumter was in charge of gallant Major Anderson. As the fort was located on an island in the harbor, the garrison could get supplies only by boat. Naturally the Southerners would not give him provisions. Lincoln sent word that supplies would be forwarded. When this became known, the Southern general, Beauregard, ordered Major Anderson to surrender. Anderson refused. The Southerners opened fire on Fort Sumter, April 12, 1861. The Civil War had begun.

Stars and Bars. Major Anderson saw that he could not hold out against the superior Southern force. He held the fort as long as he could. Then he saluted the Stars and Stripes with a salvo of fifty guns. The American flag was hauled down. In its place the Confederates raised their flag, the Stars and Bars. The dreadful conflict had to be fought to a finish.

The Call for Volunteers. The news that the American flag had been hauled down roused the North to action. Lincoln issued a call for seventy-five thousand men. Meetings were held to instil the spirit of patriotism into the North for many there were who were not interested in the war. But this Union had to be preserved at all costs.



MAP OF THE UNION AND CONFEDERATE STATES

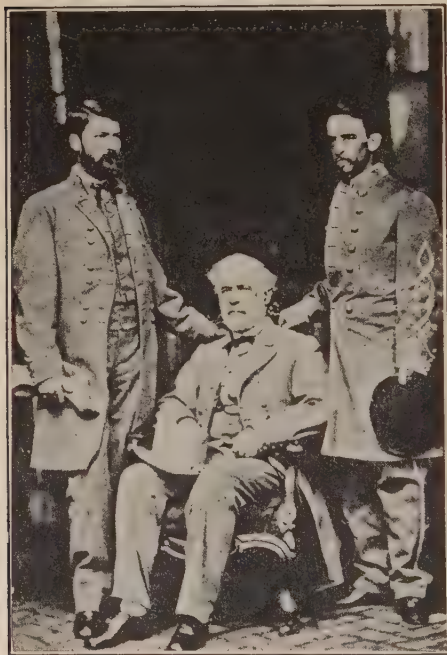
Note the first and the later secession

Secession of Virginia. In the South, the fall of Fort Sumter had even greater effect than in the North. Four more states, including Virginia, joined the Confederacy. The addition of these states was of great importance. They were among the richest of the Southern States. These states could supply men for the Southern armies. Virginia's capital, Richmond, now became the capital of the Confederacy. Virginia gave the South some of its best generals, including the great Robert E. Lee.

ROBERT E. LEE

A Leader of Men. The leader of the Southern forces, Robert E. Lee, was a son of an old Virginian family. His father was Richard Henry Lee, the

famous "Light-Horse Harry" of Revolutionary fame. This was the man who had been a close friend of Washington. Robert E. Lee had been brought up in a fine home. The chief fact about his boyhood was the



LEE AND TWO OF HIS OFFICERS

kindness and attention he showed to his mother who was an invalid. He was given the advantage of a good education. After completing his preliminary education, he entered West Point.

Cadet Lee. Lee's record at the great academy was an enviable one. He studied with zeal, winning the respect of professors and students. While at West Point he met

some of his future associates, including Jefferson Davis. At the end of his course Robert E. Lee graduated second in his class, with a perfect record, not a single demerit having been marked against him.

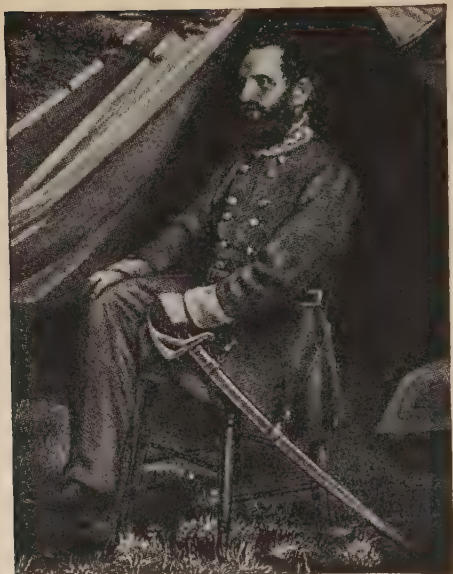
A Man of Courage. During the Mexican War the young officer distinguished himself nobly. He

acted first as a scout and later was attached to the engineering corps. General Scott said of him that he had accomplished "the greatest feat of physical and moral courage performed by any individual" and declared that he was "the greatest living soldier in America." In many a hard fought battle he lived up to his reputation.

Lee's Beliefs. Lee loved the Union, but he loved his own state more. He did not believe in slavery. He said that slavery was an "evil in any country." He had set his own slaves free.

A Loyal Son of Virginia. When Virginia seceded he went with her. Lee had everything to lose. Had he stayed on the Union side he might have been commander of the Union army. He knew that the war would cost the South and those who were loyal to the South a great price. Lee felt it was his duty to follow his native state. Duty was the important thing in his life. Listen to his words. "Do your duty in all things. You cannot do more—you should never wish to do less." With a man of such high ideals as General Lee at the head of the Southern forces the Confederate States were sure to make a magnificent fight.

A Great General. Thomas J. Jackson was another of the excellent generals who fought for the South. Lee thought so much of Jackson that he called him his "right arm." But Jackson is usually called "Stonewall Jackson." On one occasion a Union officer observing Jackson's calmness in battle exclaimed, "There



GENERAL T. J. (STONEWALL) JACKSON

are Jackson and his Virginians standing like a stone wall."

The Death of Jackson. The South was deprived of Jackson's services just when it needed them most. At the battle of Chancellorsville Jackson was accidentally shot by his own men. His death was a terrible loss to the South for he was a good man and an inspiring leader whom the sol-

diers loved, and would follow anywhere.

THE COURSE OF THE WAR

The Strength of the North. At first sight, the North seemed to have a much better chance to win and to win easily. The North had the advantage of numbers. There were about thirty-two millions of people in the North. The population of the Southern States was only nine millions, of which three and one-half were slaves. The greater wealth was in the North and there, too, was the machinery for making weapons and whatever else was needed at the front.

Northern Failures. The first battle—Bull Run—ended disastrously for the North. The blue-clad warriors of the North were brave but their opponents in gray fought with such determination that the Union forces were defeated. The Northern armies in the East met with little success during the first two years of the war.

An Unsuccessful Invasion. The Union army under General McClellan attempted to invade the South. Union troops were almost within gunshot of Richmond. Richmond, however, was so well fortified that the Northern force began a retreat. Severe fighting took place during the retreat.

Lee's Offensive. Lee followed the Union move with an attempted invasion of Maryland. Fortunately Lee's army was defeated on September 17, 1862, at Antietam and Lee was forced to retreat to Virginia.



International Newsreel Photograph by Brady

LINCOLN AND McCLELLAN

Does this picture indicate that Lincoln was interested in army affairs? Give reasons for your answer.

However the Southern army was still intact and Richmond, for the present, safe from capture.

The Southern Problem. The Union army was by no means discouraged by its failure to defeat thoroughly the forces of the South. This fact was in itself very bad for the cause of the South. The South could not stand a long war. One of the Southern generals very truly remarked that the South to win had to win quickly.

The Blockade. The North from the beginning of the war had a weapon that was more successful than her armies. This was the blockade. The South's wealth was in cotton. If the Southern ports were blockaded so that the South could not ship its cotton to Europe and sell it, there would be no money with which to carry on the war. Lincoln ordered a blockade of all Southern ports. The order was not easy to carry out for there were many miles of coast to guard. By building ships the North was able to enforce the blockade. Cotton was kept in the South and out of the European market, thus doing serious damage to the Southern finances. The South threatened the success of the blockade by putting into service a new kind of ship which was covered with iron plates. The first ironclad ship was called the *Merrimac* and flew the Confederate flag.

The Monitor and the Merrimac. The ironclad *Merrimac* began to do severe damage to the wooden ships of the North. For a time the Union ships were helpless before this iron-coated fighter. However, the

North had constructed an ironclad called the *Monitor*. A novel feature of the ship was that she had a revolving turret. She floated so low in the water that the Confederates described this ship as a "cheese-box on a raft."

A Drawn Battle. The *Monitor* met the *Merrimac* in a sea fight. It was a drawn battle. Though neither side won this battle the outcome of the block-



IRONCLAD "MERRIMAC" AGAINST WOODEN "CUMBERLAND"

The whole Union navy might have gone this way had not the "Monitor" arrived.

ade was certain. The South with its limited resources in money and materials could not build enough ironclads to break the blockade. The North, on the other hand, on account of its great resources could build all the ironclads needed.

THE EMANCIPATION PROCLAMATION

A Doubtful Outlook. The war had been in progress nearly two years. In spite of her limited resources and weakened condition the South was fighting with great determination. The outcome of the war was by no means certain.

Lincoln's Brave Action. At this difficult time Lincoln decided to do a most courageous thing. He decided to free the slaves in the states that were in rebellion. There were many good reasons for Lincoln's move.

Slaves in the War. Slavery was helping to support the war against the Union. Slaves were used in the Confederate armies in many capacities. They were useful as teamsters; they could be employed upon fortifications or used as laborers in many other ways. Thus the slaves released white men for fighting who would otherwise have had to do those things now performed by slaves. By working in the fields the slaves provided food for those at home as well as for the men at the front.

The Emancipation Proclamation. Lincoln declared by proclamation that on January 1, 1863, "all slaves in the states in rebellion shall be forever free." In this proclamation slavery received its death blow.

The Effect of the Proclamation. Lincoln's Emancipation Proclamation had great effect. It gave satisfaction to those in the North who hated slavery. A number of slaves took advantage of the freedom which

Lincoln in his proclamation had said was theirs. Every slave who did this helped to weaken the South by depriving it of his labor in the army or on the plantation.



THE READING OF THE EMANCIPATION PROCLAMATION

"And upon this act . . . I invoke the considerate judgment of mankind and the gracious favor of Almighty God."

The Turning Point of the War. Lincoln's proclamation would have been little more than a boast without Union victories. But the victory that was so needed to encourage the supporters of the Union finally came at the great Battle of Gettysburg.

The Crisis. The war had been raging now for more than two years and the victory still seemed far off. While the fighting had taken place mostly on Confederate soil, the South had been able to prevent defeat. Lee now determined to carry the war to the North. He began the march northward in June, 1863. He hoped to threaten Baltimore, Philadelphia, and even New York.

Lee's Opportunity. Many things pointed to Lee's success. He had an army almost as large as the Union army that he would have to meet and he had an exceedingly skillful artillery. Lee's opponent, General Meade, had only recently been placed in command.

General Meade. The commander of the Northern force was a West Point graduate, George Gordon Meade. Many doubted the wisdom of placing him in charge of the army at so critical a time. But Meade proved equal to the responsibility.

The Great Battle. Meade realized that Lee's march to the North had to be stopped somewhere and soon. To do this a decisive battle must be fought. On July 1, 1863, Meade arranged his lines north of the town of Gettysburg, Pennsylvania. Here the North and South must fight it out. The critical battle began. For two days the opposing sides fought desperately. Neither side was victorious.

Fight and Win. Meade called a meeting of his commanders at his headquarters after the second day's fighting. The officers crowded into the little room to talk things over. Some sat on the bed and some on

the floor, while others stood. They had only one idea: to fight—and to win.

July 3, 1863. At dawn on July 3, the battle was renewed once more. The fighting continued for six hours. The Union army fought desperately to hold



CLOSE QUARTERS AT GETTYSBURG

The highwater mark of the Confederacy. "The wave has rolled upon the rock, and the rock has smashed it."

its ground. The Union cannon had been barking all this time, holding the Confederates at bay. Lee hoped that the Union fire would slacken. Then he intended to win the battle by a bold charge.

Pickett's Charge. Thinking that the Union artillery had been silenced, General Pickett gave the

order to charge. Pickett clapped his hat on the side of his head and urged his horse forward. His men followed with a rush. They were met with a galling fire. Men fell by the hundreds. Every Southern officer who took part in the charge was wounded or killed. Pickett's charge failed. With it failed the cause of the Confederacy.

The Union Victory. The news of the Gettysburg victory made people in the North happy. Their joy was increased at the report of another Union victory, July 4, 1863, at Vicksburg on the Mississippi. The capture of this stronghold rendered the cause of the South almost hopeless. The general who was responsible for this very important victory was Ulysses S. Grant.

ULYSSES SIMPSON GRANT

A Boy of Ohio. Hiram Ulysses Grant, as he was at first called, was born at Point Pleasant, Ohio. His father was a tanner and though not rich, was able to give the boy a fair education. Young Grant went to various schools near his home in Ohio and also in Kentucky.

The Young Farmer. When at home he spent much of his time cultivating a small patch of ground, preferring farming to his father's trade which he disliked intensely. For amusement he had a horse to ride. He was very fond of horses and was in the saddle at every opportunity.

West Point. Grant's father sought an appointment to West Point for the young man. Grant received the appointment and also a new name. The appointment read Ulysses Simpson Grant. The new name pleased Grant; he kept it thereafter. He was glad to do this for Simpson was the name of his mother of whom he was very fond.

Grant's Education. At West Point, Grant was very successful in certain branches of study. Mathematics was his favorite subject. No one in the academy was a better horseman. After four years Grant was graduated, holding the twenty-first place in a class which numbered thirty-nine. He received a commission and entered into his duties as an officer in the army.

An Army Officer. The next ten years found Grant in the regular army. He served with distinction during the Mexican War. After the war he married and settled down to the dull life of an army post. Later he resigned from the army and took up farming

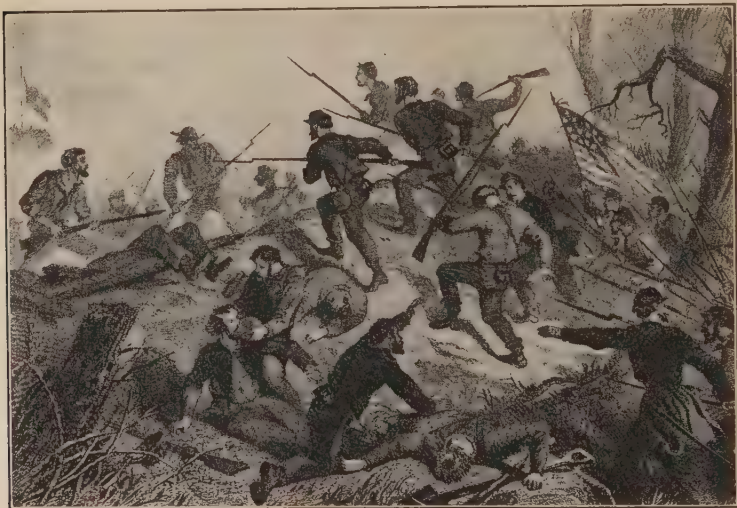


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CADET U. S. GRANT

and other occupations. In none of these occupations did he succeed.

A New Opportunity. In 1860 came the threat of civil war. Until now Grant had been almost a complete failure. But he had not lost faith in him-



AN ATTACK NEAR FORT DONELSON

A famous general received a nickname at this engagement. Relate the story.

self and he was soon to make good. Grant offered his services to the government.

Colonel Grant. Meantime the local authorities offered him a captaincy. Grant refused, saying, "I have been a captain in the regular army. I am fitted to command a regiment." The rank of colonel was offered him by the government at Washington. Grant

accepted it with enthusiasm, although he had to borrow the money to buy his uniform and equipment.

“Unconditional Surrender Grant.” Grant began immediately to impress his superiors as a soldier of great promise. Whatever tasks he was given to perform, he did thoroughly. On one occasion he directed an attack against Fort Donelson. Grant tightened his grip on the fort which he had besieged with great persistence. The Confederate general thought he might make terms with Grant and sent some officers to him for that purpose. Grant’s answer was to the point. “No terms except unconditional and immediate surrender can be accepted. I propose to move immediately upon your works.” The Confederate general surrendered both the fort and his army. This victory added much to Grant’s reputation and earned for him the nickname of “Unconditional Surrender Grant.”

The Fighting General. Grant continued to harass the Southern forces. He won a number of battles. However, in the winning of these battles the lives of many Union soldiers were sacrificed. A clamor was raised for his removal. Lincoln refused to listen to any suggestion for change, saying, “I can’t spare this man, he fights.”

The Capture of Vicksburg. Grant proved that Lincoln’s trust was not misplaced. The day after the victory at Gettysburg, Grant captured Vicksburg. The capture of this Confederate fortress was of great value to the North. By it navigation of the entire

length of the Mississippi was opened to Northern boats. Lincoln wrote, "the Father of Waters goes again unvexed to the sea."

Grant in Command. Lincoln believed that in Grant he had the general who could completely defeat the South. Grant was made Lieutenant-General of the Union forces. Grant was moved to the East where he could direct the attack against Richmond while Sherman was dispatched to take Atlanta.

WILLIAM TECUMSEH SHERMAN

The Union Plan. In the year 1864, the Confederates were still fighting desperately. The Southern capital, Richmond, had not yet been captured. Atlanta, Georgia, a very important city, was still in the hands of the Confederates. It was part of Grant's plan that Sherman should capture Atlanta.

General Sherman. General Sherman was a man to attract notice. He was six feet tall, powerfully built, and carried himself erect. He was capable of withstanding the severest hardships. Bitter cold, intense heat, driving rain, did not bother him. He was able to inspire others with confidence. Speaking of Sherman's part in a Union victory Grant said, "To his individual efforts I am indebted for the success of that battle." Grant gave Sherman the task of capturing Atlanta.

Sherman's Goal. The capture of Atlanta was important because the city was a manufacturing town

and a railroad center. Much of the Southern war equipment came from Atlanta. Sherman intended to capture Atlanta and then divide what was left of the Confederacy by marching to Savannah on the coast.



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SHERMAN'S MARCH TO THE SEA

Explain why it was necessary that so much property be destroyed

The March to the Sea. Atlanta was captured after a siege of forty days. Then Sherman commenced his famous march to the sea. The territory through which he led his army had supported the Southern cause. At times Sherman's army was spread out on

a front sixty miles in width. Orders were given to destroy everything of value to the enemy.

The Destructiveness of War. The country through which the army marched was left in ruins. Bridges were blown up, roads blocked, crops destroyed, flocks driven away, and horses taken. The most productive part of Georgia was laid waste. Sherman's next objective was the capture of Savannah.

Sherman's Christmas Present. Savannah, like Atlanta, was an important city for the South to retain. The Southern force could not hold the city against Sherman. The city was taken easily. On Christmas Eve President Lincoln received this telegram: "I beg to present you, as a Christmas gift, the city of Savannah, with one hundred and fifty guns, plenty of ammunition, also about 2,500 bales of cotton. W. T. Sherman, Major-General."

PHILIP HENRY SHERIDAN

A Brilliant Young Officer. When Grant was fighting in the West he was struck by the gallant conduct of a young officer named Philip H. Sheridan. Philip Sheridan had graduated from West Point less than ten years previous to this time. He was so short and slight that he had been nicknamed "Little Phil." In spite of his youth and boyish appearance he made a splendid leader, for he was a man of courage and determination. When Grant assumed command he had Sheridan transferred to the East.

Sheridan's Task. Sheridan was given the task of keeping the Confederates out of the Shenandoah Valley. The Confederates determined to remain as they regarded the Shenandoah as the storehouse of the South. It was also a place from which the Confederates might start operations against Washington.



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SHERIDAN'S RIDE

Narrate the incident described in this picture

Sheridan had a task somewhat like Sherman's. He must destroy everything in the Shenandoah that might be of value to the enemy.

The Devastation of the Shenandoah. Sheridan did his work with great thoroughness. Crops were

destroyed, barns burned, mills demolished, and everything movable that might be of service to the Confederates taken away. It was reported that a "crow flying over the valley would have to carry his own rations."

The Confederate Surprise Attack. Meanwhile the Confederates were hoping for an opportunity to strike back at Sheridan's army. The longed-for opportunity occurred in October, 1864, at Cedar Creek, Sheridan was not with his troops at the time but was staying at Winchester, twenty miles away. The Confederate attack came soon after a Union victory. It was a surprise and was so skillfully managed that the Union army was all but routed.

Sheridan's Ride. Word was sent to Sheridan at Winchester. Spurring his fleet steed, Sheridan galloped along the road to Cedar Creek. He arrived just in time to rally his men who were retreating in disorder. When his men saw him they took heart immediately and fought so furiously that the Confederates were beaten. Sheridan's ride had saved the day. Meantime Grant continued to hammer and hammer at Lee's lines until success finally came to the Union arms.

Grant's Determination. Grant's plan for completely subduing the South was simple. He began a "hammering campaign" intending to give the enemy no rest. He had twice as many men as Lee. Grant's army was well fed and properly equipped. Grant said, "I propose to fight it out on this line if it takes

all summer." The fighting continued "all summer" and into the next year, 1865.

Lee's Hopeless Position. Lee's position, however, had become hopeless. The South was exhausted by



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READY TO HAMMER THE ENEMY

This is an actual photograph of a Union battery

the war. Supplies for the army were almost impossible to get. Realizing that further resistance was wrong, Lee asked for the terms of surrender. The surrender took place at Appomattox Court House, April 9, 1865.

The Two Leaders. Lee entered the room clad in a new uniform of Confederate gray. A beautiful sword in a gilded sheath hung at his side. Grant's costume was in striking contrast to that of his splendid

rival. He wore a plain soldier's blouse instead of a coat. Only the shoulder straps sewed to the blouse indicated his high rank.

"Horses for Spring Plowing." The two great men exchanged greetings. Lee gave no sign of the



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THE SURRENDER AT APPOMATTOX COURT HOUSE

After the war Lee declared: "Remember that we are one country now. Dismiss from your minds all sectional feeling, and bring up your children to be, above all, Americans."

feelings that must have filled his heart. The two men spoke of old times for they had fought in the Mexican War. They chatted pleasantly for a time; then Lee politely mentioned the purpose of the meeting. Grant drew up a table and wrote out the terms of

surrender. The terms were generous. The officers were allowed to keep their side-arms and horses. At Lee's request, a soldier who had a horse or a mule might keep it, as Grant said, "to help in the spring plowing." The two men shook hands. The Civil War was really at an end. The Union had been saved and slavery was soon abolished throughout the United States.

Supporters at Home. The Civil War was won not only by soldiers on the battlefield but also by patriots at home. The brave women of the North worked and sacrificed to keep the men at the front. There were splendid patriots who did not serve in the army but helped save the Union by their work in the halls of Congress or in the Cabinet. In civil life there was the great patriotic leader Archbishop Hughes who went to Europe to present the cause of the Union to the people of Ireland, Italy, and France.

Auxiliaries at the Front. The chaplains did their part nobly. The Civil War nurses ministered to the wounded and among these nurses none were more self-sacrificing than the "nuns of the battlefield." To all these heroes we owe a great debt for what they did for us in saving the Union.

FACTS TO KEEP IN MIND

1. Abraham Lincoln, one of the world's greatest men, was born in poverty and spent his early years deprived of almost every advantage.

2. He entered politics when a young man. In 1860 he was elected President.

3. Shortly after Lincoln's election the strained relations between North and South broke into Civil War.

4. The Southern armies, guided by General Robert E. Lee, held off the armies of the North for three years. In 1863 the critical battle of Gettysburg ended in a Union victory.

5. U. S. Grant was made lieutenant-general. He brought the war to a successful close by forcing Lee to surrender.

6. The principal results of the Civil War were the abolition of slavery and the preservation of the United States.

PROJECTS, PROBLEMS, AND POINTS FOR DISCUSSION

1. Give reasons to show that the American people are right in admiring Abraham Lincoln.

2. Which of the books that Lincoln read have you read? Read more of them. Learn parts of the Bible and of Shakespeare by heart.

3. Did Lincoln keep his promise to hit slavery hard? Explain.

4. Why did the South call its government the "Confederate States of America"? Does this mean the same as the "United States of America"? Explain. Refer to the beliefs of Calhoun and Webster.

5. Grant spoke of one of his campaigns as the "Hammering Campaign." What does this expression tell you about Grant's character? Does it help you to understand why he succeeded? Explain your answer.

6. What qualities are there in Lee's character that you like?

7. Describe the scene of the surrender at Appomattox Court House. Write a dialogue between Grant and Lee, showing the chief matters discussed at the meeting.

8. Read the poem called *Sheridan's Ride*, by Thomas B. Read.

9. Make a list of ways in which people may help win a war without actually fighting.

10. Make a list of all the quotations used in this chapter. Describe the scene when each was said.

11. Make a chart showing the history of the Civil War. Use some of the following topics and others that you think should be added.

Causes

North

South

Plans

Chief Men

Victories

Chief Events

Results

12. Read or ask your teacher to read to you a story about Abraham Lincoln called *The Perfect Tribute* by Mary Raymond Shipman Andrews.

13. Read the *Battle Hymn of the Republic*, by Julia Ward Howe. *Barbara Frietchie*, by John Greenleaf Whittier, is a poem in which Stonewall Jackson plays an interesting part. Read the poem. Learn it by heart if you like it.

CHAPTER XIX

CHANGES IN AMERICAN WAYS OF LIVING

The After-War Period. The South had suffered terribly all during the war. After the war the suffering continued. The cost of the war to the South was great. The South had lost not only all her wealth but also many of her able-bodied men. The South was like a man who has suffered a long and serious illness. Recovery from such an illness must needs be slow. But the South did recover and today this part of our country is exceedingly prosperous.

The Transformation of the West. Meantime the West was changing. We left the West when the covered wagons were lurching over the trails to California and to Oregon. The covered wagons continued to make their way westward and soon the Far West was covered with many thriving little communities.

Difficulties To Be Overcome. The people of the West during the time before the war had had many difficulties to overcome. Means of communication with the East were few and slow. To overcome this difficulty the pony express was started. Before the coming of the railroad, the stagecoach was the usual method of passenger transportation. It was slow and unsatisfactory. Besides these difficulties there was

ever-present danger from the Indians. Before the West could be settled the Indian problem had to be met.

The Indian Problem. Of course the Indians had claims to the lands of the West. The Indian had lived in America long before the white man came. The coming of the white man meant the passing of the old Indian hunting-grounds. It is hard for us to realize how the Indian felt about this change. At one time



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A BATTLE WITH THE INDIANS

The last stand of a famous band of Indian fighters

thousands and thousands of buffaloes roamed over the great plains of the West. The white men destroyed the buffaloes. When the Indian saw these animals disappearing and also the other animals he had hunted, he grew to hate the white man. The white man sometimes cheated the Indians and did

many other things that incurred the red man's hatred. The West could not be settled, so many believed, until the white man had conquered the Indian.

The Treatment of the Indians. The United States government tried to help the Indians. Great tracts of lands, called reservations, were set aside for their use. Agents were sent by the government to encourage the Indians to till the soil or to engage in other useful occupations. The agents did not always treat the Indians fairly. Some of the agents were cruel, often cheating the Indians.

The Indian Wars. The Indians could not forget the wrongs done by the whites. An Indian never forgets. Some of the Indian tribes went on the warpath, murdering settlers and making life unsafe for the white men. The government could not tolerate such conduct. Detachments of United States soldiers were sent to punish the Indians. Many of the red men were killed. Those who were caught were sent back to the reservations.

The Pony Express and the Stage. During these days of Indian wars the West had its own system of communication and transportation. The pony express was one of the familiar sights in the old West. Naturally the settlers in the Far West were anxious to get news from the East quickly. For a time this need was supplied by the pony express. The trail followed by the express extended from St. Joseph, Missouri, to Sacramento, California.

Pony Express Methods. Letters sent by pony express cost the sender five dollars. The price was high but the charge was really necessary because a large number of riders and many swift horses working in relays were needed for the work. The route



THE PONY EXPRESS

What were the dangers the express rider had to meet?

was some two thousand miles, round trip. Each rider traveled fifty miles, using three or four different horses for the distance. Such an elaborate organization must have been very expensive to maintain. The pony express was discontinued when the telegraph line was finished in 1861.

The Stagecoach. Travelers in the West used the stagecoach as there was no other regular means of transportation. The stagecoach in the West was

be built that would connect the Pacific slope with the East. While there were many reasons for a railroad there were many difficulties in the way of building one. The engineering problems were great. To build this railroad huge sums of money would be needed



THE BUILDING OF A RAILROAD IN PIONEER DAYS

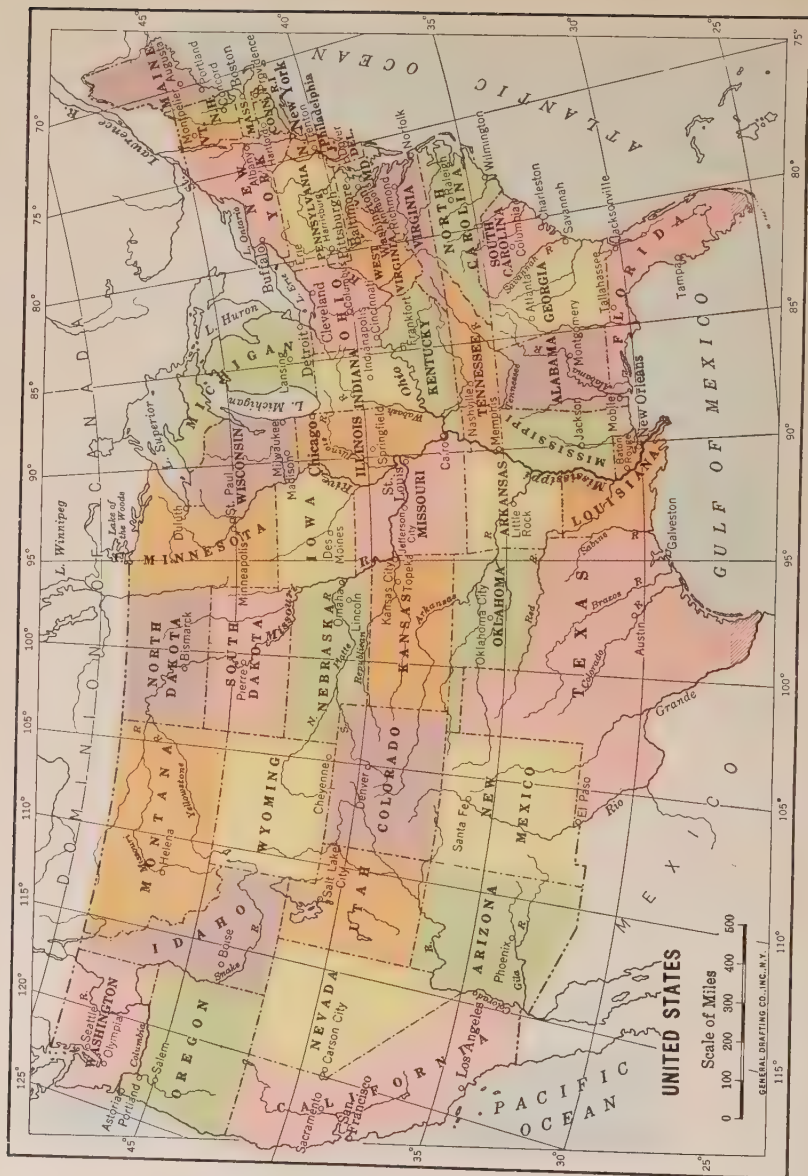
What difficulty are these railroad builders meeting? What other difficulties must they face?

and money was hard to get for such purpose. However, two companies were formed. One, called the Central Pacific, agreed to begin work in California and build toward the east where it would meet the tracks that were being laid by the Union Pacific Railroad. The Union Pacific started to build from Omaha west-

ward. The undertaking was an enormous one. The government assisted the companies with loans and large grants of land.

The Central Pacific. The building of the railroad was thrilling work. The Central Pacific, the line that runs from California eastward, had special difficulties to overcome. Much of the contractor's materials, the rails and other equipment, had to be brought to California by boat around Cape Horn. This section of the railroad had to cross mountains and bridge deep ravines. The workers were always in danger from Indian attacks. The Indians seemed to understand that the railroad was going to take from them the last of their hunting-grounds. Many attacks were made upon the workers. In spite of all these obstacles the work progressed. The East and the West simply had to be united.

The Union Pacific. The Union Pacific had begun work at Omaha. The rails were laid along the line of the old Oregon trail over which hundreds of prairie schooners had wended their way. There was great enthusiasm on the part of the workers for the success of the enterprise. Many of the Irish volunteers from the Union Army found employment with the company. They worked with such spirit that each succeeding day saw them trying to surpass the work accomplished on the day previous. At last on May 10, 1869, the eastern line met the western line at a point near Ogden, Utah. It was a day for great rejoicing.



The Golden Spike. There was an interesting ceremony to mark the completion of this gigantic undertaking. A great crowd of people came to see the last spike driven into place. This last spike was made of gold from California. As the sledge-hammer struck the spike, the blows were recorded by the telegraph so that the entire country was aware of what was



Courtesy Wm. Fox Studios

DRIVING THE GOLDEN SPIKE

The wood burning locomotive from the West meets the coal burner from the East.

occurring. Celebrations were held in many cities throughout the country. In Chicago a parade was organized. Church services were held in different places. The old Liberty Bell which had rung out the news of the signing of the Declaration of Independence now announced that East was linked to West by rails of steel.

THE HARNESSING OF ELECTRICITY

New Uses for Electricity. The steam-engine has played an important part in the development of our country. However, in recent times electricity has been of even greater value. Many inventors found different ways in which to harness electricity. Morse, for example, made it the means of sending messages almost instantaneously. Bell gave us the telephone by which we can converse with people in near and in distant places. Edison showed us how to use electricity to



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YOUNG EDISON IN HIS WORKSHOP

The Mexican War was in progress. He was a little lad when his family moved to Michigan. Edison's boyhood was over when he was twelve for then he had to go to work. His first job was that of train-boy on a branch of the Grand Trunk Railway. Edison was not content to be merely a train-boy. A train-boy has much free time on his hands. Edison saw in this spare

light our homes and streets. Indeed many of the wonderful things electricity does are connected with the name of Thomas A. Edison.

Thomas A. Edison. Edison was born in Milan, Ohio, while the

time an opportunity for acquiring an education by study and reading. Edison read constantly all the good books he could get. He then put the knowledge he gained from books into use. Edison edited and printed a small newspaper which he called the *Grand Trunk Herald*. This little paper was bought by over three hundred railroad men who worked for the Grand Trunk Railroad.

Edison's First Experiments. Edison published his little paper in a corner of the baggage car. He was also interested in



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EDISON THROWING OUT THE BALL
He is evidently not a believer in all work and no play.

chemistry and thought he might use some of his time experimenting. He set up a little laboratory in another part of the car. This move was not as successful as was his venture in printing. One day when Edison had his chemicals uncovered, the car swayed so that the substances fell upon the floor. A stick of phosphorus—the substance used for making matches—struck the floor and burst into flame. Soon the car took fire. The conductor was enraged when he saw what had happened. Edison, with all his precious equipment, was put off the train.

Edison's Bravery. A brave act of Edison's brought him into the field of invention. One day when the train was at a station in Michigan, Edison saw the station-master's little boy playing on the tracks. The little fellow did not see a car approaching. It was almost upon him when Edison leaped upon the track barely in time to snatch the child from certain death.

A Telegraph Operator. The boy's father was so grateful that he could not speak. He wanted to do something for Edison. He offered to teach him telegraphy. Edison accepted his offer.



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THOMAS A. EDISON

Name some of the things you have in your city to-day which are the result of Edison's inventions.

he invented the telegraph repeater.

Edison's Laboratory. Edison sold one of his inventions for forty thousand dollars. This money would buy a laboratory which he had wanted since the

First Invention.

Edison learned telegraphy very quickly. He was a good operator by the time he was sixteen. He was most interested in the telegraph instrument itself and began to look for ways in which it might be improved. After much study

day his chemicals were hurled from the baggage car. Edison's laboratory was a wonderful place. Here he gathered around him skilled workmen and inventors who spent their time in making improvements on old devices or inventing new ones. He improved the telegraph in many ways. He invented something quite new, the phonograph. The electric light bulb was also one of his inventions. Among his other inventions were devices for using electricity for driving street cars and automobiles.

Electricity in Modern Life. The part that electricity plays in modern life is such an important one that we can scarcely think of getting along without it. Consider, for example, what an important instrument the telephone is. Electricity is used in the telephone. The telephone is a rather new invention, having come into use some time after the Civil War.

ALEXANDER GRAHAM BELL

The Inventor of the Telephone. Alexander Graham Bell is regarded as the inventor of the telephone. Bell and Edison were born in the same year, 1847. Bell, however, was not born in America but in Scotland. He was well brought up, having all the advantages of a good education. Besides receiving training in elementary subjects, Alexander received instruction in music. After a college course, he became an instructor, being associated with his father in correcting speech defects.

Bell's Telephone. Bell's interest in the human voice led him to experiment with the transmission of that voice over wires. Why could not the vibrations made by the human voice be made to travel over a wire by the aid of electricity? Of course, this may sound exceedingly simple but the problem presented many difficulties. Bell at length overcame them all and made a practical telephone.



Courtesy New York Telephone Co.

THE FIRST TELEPHONE MESSAGE

"Mr. Watson, come here; I want you," telephoned Bell. In a moment Watson rushed into the room in response to the first message ever received over the telephone.

The Centennial Exposition. Bell finished his telephone in time to show it at the Centennial Exposition. This exposition took place in Philadelphia on the one hundredth anniversary of the signing of the Declaration of Independence. All sorts of articles were on display at the exposition and visitors came by

the thousands to see them. Learned men acted as judges passing upon the value or usefulness of the different articles, and prizes were awarded for special merit.

The Telephone at the Exposition. Bell's telephone had a place at the exposition in the section given to the department of education. People hardly noticed it. The judges who passed upon the value of the different articles at the exposition had promised to inspect Bell's invention. On the day for inspection, they came to see what Bell had made but did not seem deeply interested. Fortunately there was a great visitor present who saved the day for Bell.

Dom Pedro of Brazil. The Emperor of Brazil, Dom Pedro, had met Professor Bell in Boston. He shook hands cordially with Bell. Bell asked him to try the telephone, which he did. The Emperor's astonishment was great. "It talks," he cried. From then on the telephone was given some of the attention it deserves.

An Aid to Business. At first people were slow to realize the value of the telephone. But as time went on its importance as a time saver began to be realized. We now depend upon it in business and in social life.

The Wireless. But if the telephone is a wonderful invention, what shall we say about the wireless? The telephone transmits the human voice by means of wires. The radio transmits the human voice around the world through the medium of the air.

WILLIAM MARCONI

The Wireless. What a wonderful thing it is to sit in a room and listen to a speech of the President of the United States who may be hundreds of miles away. This is what the radio has made possible. Through this instrument we can hear fine music or



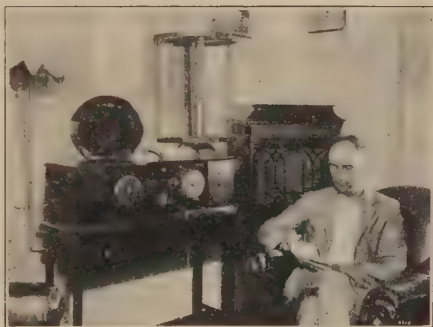
Courtesy Radio Corporation of America

BROADCASTING

interesting lectures or learn of the day's events. The radio is one of the improvements made in the system of sending signals "over wireless." This wonderful invention, like most other great inventions, was not the idea of one man. However, the name of Marconi deserves to be mentioned especially, for he did a great deal to make "wireless" a successful device.

An Italian Student. Marconi, as his name indicates, was the son of an Italian, though his mother was Irish. He went to school in Bologna. Later he studied in one of the loveliest cities in the world, Florence. All during his boyhood he studied about electricity. The toys that he liked best were mechanical toys and especially those where electricity could be used.

Wireless Signals. When Marconi went to the University of Bologna, he learned that it might be possible to send signals through the air. He saw this from some experiments performed by one of his professors. He was only sixteen when he began work on his scheme. By the time he was twenty-one he had succeeded in sending messages through the air to a point one mile distant. Improvements were made which added to the usefulness of Marconi's invention. Soon it became possible to send



Courtesy Radio Corporation of America

THE RADIO IN THE FARMHOUSE

How has the radio helped to make life on the farm more pleasant?

messages for many thousands of miles through the air.

The Radio. American inventors have done many things to increase the usefulness of the wireless. The radio has been of great service. The possibility of steering airships and submarines by wireless has already been shown. No doubt other wonderful improvements will be made as time goes on.

THE STEEL AGE

The Use of Steel. Often the age in which we live is called the steel age because of the many uses

we find for steel. Big ships and heavy auto trucks, great bridges and tall buildings are possible through the use of steel. Steel, as you know, is iron ore hardened by a process of heating. This process gives the new product extraordinary strength. A steel pillar can support a mass many times its own weight.

Steel Manufacture. The value of steel has been known for many centuries. It is, however, only since about the time of the Civil War that it has been widely used. The use of steel became common because of the finding of a simpler and better method of making it. The man who helped to find this method was William Kelly.

Kelly Kettles. William Kelly was an iron-worker who lived in Kentucky. He made iron kettles. The "Kelly kettles" were used in many kitchens throughout the South. Kelly was planning, meantime, to make better kettles. In his experiments he made a wonderful discovery. It was so simple that it is strange that no one had previously thought of it.

Kelly's Methods. For heating the iron ore to make his fine pots and pans, Kelly used great quantities of charcoal. The iron ore was placed between two thick layers of burning charcoal and by the intense heat the ore was so completely melted that Kelly could mold his famous kettles. Kelly used so much charcoal that it was becoming scarce in his neighborhood. He could not afford to move to a new locality and he must have plenty of charcoal—his method required it. Kelly began to see failure ahead.

Kelly's Discovery. Just when things looked darkest Kelly found a method that would save charcoal and give a better product. One day Kelly's charcoal fire was burning fiercely and the iron ore was molten as Kelly wished it to be. Some of the molten iron



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A MODERN STEEL PLANT

How did Kelly's "air boiling" make possible the manufacture of steel on a large scale?

was directly in the way of a draught of cold air. When the air struck the iron, oxygen, a property in the air, worked upon the iron, making it white hot. This was the great secret. Air was the fuel. Air was so effective as a fuel that it would make iron ore into steel.

“Air Boiling.” Unfortunately this process discovered by Kelly was not named after him. Kelly’s neighbors, of course, knew about it. They spoke of Kelly’s “air boiling.” But the process which grew from Kelly’s discovery was not called “air boiling” but the “Bessemer process.” Bessemer was an Englishman who ten years later made the same discovery that Kelly had made. When Bessemer applied for a United States patent Kelly was able to prove his claim to first discovery. The modern way of making steel, which is so important in American industry, therefore, was the discovery of an American, William Kelly.

THE HORSELESS AGE

The Horse in American History. The horse has played his part in our history. Surely the horse was a good friend to the early settlers for he plowed their fields and drew in the crops. He served the patriots throughout the Revolution. He played his part for both Blue and Gray in the Civil War. After the war the horse continued to do his part in the building of the railways. The pony express was named for him. But the time was coming when a machine was to take the place of the horse. Indeed in most of our cities the horse is now seen but rarely. The automobile has taken his place.

The First Automobiles. If you could have seen the first automobiles you would never have believed that such machines could supplant horses. The ma-

chines were clumsy looking things. They did not run well either. The development of the automobile is an interesting story.

The Steam Carriage. When locomotives were being used on our first railways the idea began to grow that some form of steam-engine might be used in a carriage. Some mechanics tried to make a steam carriage. But this steam carriage was not a complete



AN OLD CIRCUS POSTER

Can you imagine a time when automobiles were so rare that they were shown as an attraction in the circus?

success. The first ones built were exceedingly heavy. They did not run well, and by cutting deep ruts in the pavement, destroyed the roads. Besides, machines of this type were too expensive to be widely used.

The Gas Engine. When the gasoline engine proved that a small and fairly light motor had suffi-

cient pulling power to move a carriage, the success of the automobile became certain.

Mechanical Improvements. Many inventions were brought out to make the automobile more useful. Some improvements were made in the engine, some in the transmission, and some in the carriage itself.



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HENRY FORD IN HIS FIRST CAR

Quantity Production. The problem of selling automobiles at a low price to the public was one that had to be solved by the manufacturers. They found a solution to this problem by making many cars and selling them at a small profit. Low-priced cars were made possible therefore through quantity production.

The American whose name is linked in a particular manner with quantity production and the low-priced car is Henry Ford.

A Michigan Mechanic. Henry Ford was born in Michigan during the Civil War. His father owned a farm. Henry was supposed to work on the farm but, like Eli Whitney, his interest was in machinery. Indeed, he even neglected school work because of mechanics. Leaving school at sixteen, he began work at various jobs. He was employed by a jeweler at one time.



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THE WORKSHOP WHERE FORD BUILT
HIS FIRST CAR

At other times he worked for machinery companies.

Interest in Mechanics. Ford's father had a severe illness. This caused Henry Ford to return to the farm and to the occupation he disliked. But he gave up trying to do farm work. He could not do it well for his interest was entirely in mechanical things.

Ford in Detroit. Ford moved to Detroit and began to work for the Detroit Electric Company. Meantime he was planning to build the machine of his dreams—a horseless carriage.

Ford's "Horseless Buggy." Building such machine was a large undertaking. Ford could work only in

the evening after his regular day's toil. He had a little machine shop behind his house but the tools to be found there were very poor. It took three years to build his carriage. The carriage was not one to impress the beholder but it was correctly built. Ford completed his car at two o'clock one rainy morning and then steered it out on the street to see how well it would run. The machine was really excellent.



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ONE OF THE MANY FACTORIES WHERE FORDS ARE MADE TO-DAY

An Uphill Fight. Now began his long uphill fight for success. Ford was not the only one who was making automobiles. Other men were engaged in the same business and were making good machines.

The Ford Racer. Ford got the opportunity to prove that he could build a better machine than others could build. In two races where cars by other makers competed, Ford entered his machine. Each

time his car won. Now he could get money to build up the sort of company he wanted for the manufacture of a special kind of car. This was not a racing car, but a machine that would be within the reach of many people because of its low price.

Ford's Great Success. Success came slowly. Ford tells that even after he had proved what he could do in the construction of an automobile he could hardly earn enough money to support himself. It is said that one Christmas eve he and his wife went shopping, hoping they had enough money to buy a chicken and a few extra dainties for their Christmas dinner. Not many years later Ford was the richest man in the world. Henry Ford's career shows how important is perseverance for the man who wants to succeed.

THE BIRDMEN

Traffic in the Air. The air was the next highway for quick transportation. As long as men have watched birds in flight there have been those who dreamed about men flying. The dream that some day men would be able to fly was realized early in this century. The airplane is a success.

Builders of Flying Machines. Like many other great inventions, that of the flying machine has been the product not of one, but of many minds. As Gray planned a telephone while Bell was perfecting his instrument, and Singer and others planned the sewing machine at the same time that Howe was working on

his, so the flying machine had several inventors who achieved a certain amount of success at the same time

First Flying Machines. In America, at the Jesuit University of Santa Clara, Professor Montgomery built a machine that could make a short flight. Samuel Langley also achieved some success with his machines. However, we usually think of the Wright brothers as the inventors of the airplane.

The Wrights of Dayton. In Dayton, Ohio, lived two brothers, Wilbur and Orville Wright. Although Wilbur was four years older than his brother, the two played together. They liked the same sort of amusements.

An Interesting Present. One day their father came home with a present. The boys knew that he had a gift for them. The twinkle in their father's eye gave away the secret. But he did not hand over the present he was carrying so carefully. Instead the father hurled it into the air. It flew.

The "Bat." The boys watched the little machine as it fluttered about the room. "It's a bat," they cried. The thrill of the performance of that flying toy never left them. The boys studied the machine carefully. They began to construct ones like it. There was no great difficulty in making "bats," for a "bat" was merely a light frame covered with paper, propellers which turned, and winding rubber bands which made the propellers spin. Many were the little flying machines the brothers made. All sorts of light materials were used and many shapes tried.

Early Experiments. Toy flying machines had to be put aside while the brothers went through high school. After high school days the Wrights opened a bicycle shop in Dayton. Time that could be spared



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THE WRIGHT GLIDER

By making experiments with a glider such as the one in the picture, the Wrights learned the secrets of balancing heavier-than-air flying machines.

from the shop was used in experimenting with flying machines.

First Machines. The flying machines which claimed the attention of the Wrights now were not toys. The inventors were hoping to build a machine that could carry men. Experiments were made to dis-

cover what shape the machine should have. The form of the machine had a great deal to do with its lifting power. In two months nearly one thousand experiments were made to determine the best sort of frame.

Wright's Balancing Machine. The Wright machine did not merely fly as a kite which flies only with a steady wind. The Wrights' great discovery enabled the machine to balance itself under all conditions. The machine could be righted even when the wind shifted suddenly or when the pilot, by moving, upset the balance of the airplane.

The Motor. The next problem was to provide this frame with an engine which would spin the propellers and thus make the machine fly. A light powerful engine was built for this purpose. It seemed as though their hopes would be realized. In September, 1905, the brothers made their first long flight, traveling six miles from the starting point, at a height of one hundred feet. Their success was almost assured.

The Need of Money. The bicycle business had suffered meanwhile. The Wright brothers' money was all gone. More was needed. Their best friends came to the rescue. The father who had given them the "bat", now, in his old age, sold his farm, which was all he had, to provide money. Their sister Katherine, a school teacher, gave her brothers her savings.

Honored by Kings. So the work went on. Soon the whole world was talking about what they had done. Wilbur Wright went to France where he performed some wonderful feats in the air. King Edward

VII, who was then ruler of England, King Alfonso of Spain, and King Victor of Italy saw the Yankee bird-man fly.

Honors in America. In America, meantime, Orville Wright was likewise performing marvels. Honors were heaped upon the brothers in America and in



Courtesy U. S. Air Mail Service

RACE ACROSS THE DESERT

Find out how much faster mail can travel by airplane than by railroad.

Europe. But they remained as they had always been, quiet and modest. The inventive genius of the Wright brothers has led to great developments in flying machines.

American Airways. Airplanes, in war, are the eyes of the army. In the navy as seaplanes, they have important work to do, too. In peace also the

airplane is of great value. The air-mail is proving of great help to the merchant and banker who need to have their mail delivered quickly. Some travelers to-day journey by airways where once they depended upon stage, railway, or steamboat.

Progress in Aviation. There has been great progress in aviation since the World War. Some extraordinary flights have been made. Daring birdmen have crossed the ocean. There has been a circumnavigation of the globe by air. Commander Richard Byrd succeeded in flying to the North Pole. But perhaps the most thrilling flight was that of the air mail pilot, Captain Charles A. Lindbergh.

The Spirit of St. Louis. One day in May, 1927, a Ryan monoplane, bright and shining, landed in New York. It was *The Spirit of St. Louis*. The plane had crossed the continent, making but a single stop at St. Louis. The pilot was Captain Charles A. Lindbergh; his only passenger was a kitten. Captain Lindbergh announced his intention to "hop" to Paris. The kitten could not go; it might be cold on so long a trip. After securing letters of introduction to people in Paris, Lindbergh was ready to start. High in the air soared the *Spirit of St. Louis*. Lindbergh flew alone. Thirty-three and a half hours later he and his plane (he always spoke of his plane and himself as "We"), reached Paris. He did not need his letters of introduction. The whole world knew him.

FACTS TO KEEP IN MIND

1. The first transcontinental railroad was completed shortly after the Civil War. This was of great importance in bringing the Far West in touch with the East.

2. Thomas A. Edison, who achieved such great success as an inventor, declared that hard work was responsible for his success.

3. Henry Ford began his career as a poor mechanic. Later he became one of the richest men in the world.

4. The perfecting of the airplane was due largely to the patience and application of the Wright brothers.

PROJECTS, PROBLEMS, AND POINTS FOR DISCUSSION

1. Why did William Kelly's neighbors speak of his method for making kettles as "air boiling"?

2. Study the picture of the "Last Spike." Describe everything in the picture.

3. By means of the radio you can hear the speech of the President or listen to a concert. How many other helpful and interesting things can you hear?

4. Describe Ford's first ride in his home-made car.

5. Tell how a toy led to a wonderful invention.

6. Make a collection of pictures of airplanes, showing their many uses.

7. Make a collection of pictures showing means of transportation used in the United States.

8. Make a collection of pictures showing methods of sending messages. Remember the swift runners and carrier pigeons.

CHAPTER XX

OUR RECENT LEADERS

Recent Leaders. Among the names of our leaders since the Civil War is Grover Cleveland. Cleveland understood how the affairs of government should be managed. He belonged to the Democratic Party. He was the first Democrat elected President since the Civil War. Cleveland had been governor of New York State and had done so well that people all over the country were talking about him. He was elected twice, in 1885 and again in 1893. Cleveland is remembered because he tried hard to have only those men in public office who could pass examinations and so prove their fitness to hold the office they sought.

Theodore Roosevelt. Another great leader of recent times is Theodore Roosevelt. As a boy Roosevelt was seriously handicapped by poor health. He set to work to make himself strong. His father constructed a gymnasium where young Roosevelt exercised day after day. By the time he had finished his first year at Harvard, the man who had been a sickly boy was able to take part in many forms of athletics. Roosevelt became a clever lightweight boxer and a powerful wrestler. Although his sight was poor, Roosevelt became a fairly accurate marksman.

First Entrance Into Politics. Roosevelt was graduated from Harvard in 1880. That same fall, he joined a Republican political club in New York, perhaps with the idea of entering politics.

Chimney Butte Ranch. Illness, however, interfered with his work. Roosevelt decided to leave New York for a time and go west in search of health and adventure. The place he selected was a town in North Dakota. This town, according to a cowboy visitor, had a population of "eleven — counting the chickens — when they're all in town." Roosevelt at first did not make a good impression on the neighbors. Coming from the city he was promptly dubbed a "tenderfoot." The fact that he wore glasses placed him still further under suspicion. But Roosevelt's bravery on a buffalo hunt, his ability to withstand the severest hard-



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ROOSEVELT IN THE HUNTING COSTUME OF THE WEST

buffalo hunt, his ability to withstand the severest hard-

ships, soon won the admiration of the cowboys. One of his guides said feelingly that Roosevelt was "as handy as a pocket in a vest."

The Return to Public Life. Roosevelt returned to the East thoroughly strengthened in body, his mind made keener and his sympathies broader by the western experience. He reëntered public life, holding a number of important offices in the state and in Washington. While Roosevelt was in Washington the United States went to war with Spain.

THE SPANISH-AMERICAN WAR

The Reasons for the War. For some time many of the Cubans had been desiring independence from Spain. At last they began a revolution with the hope of overthrowing Spain's rule in Cuba. The Americans watched the revolution with interest and sympathy remembering their own struggle against England. Besides there were Americans living in Cuba whose lives were endangered by the revolution. Americans, too, had property in Cuba. This was being destroyed as a result of the fighting. To protect the rights of the Americans in Cuba the battleship *Maine* was sent to Havana Harbor.

The Maine Disaster. The visit of the battleship was made in a friendly spirit. But unfortunately on the night of February 15, 1898, an explosion occurred which sent the *Maine* to the bottom. Two hundred and sixty men were lost.

The War Cry. The Spaniards were immediately blamed for this disaster, although it was never proved that they were actually guilty. "Remember the Maine" became a war cry. Within a short time we were at war with Spain.



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DEWEY AT MANILA

What was the importance of this victory?

Dewey at Manila. Our first victory occurred in the Philippines. Admiral Dewey, the gallant American commander, pushed his fleet into Manila Bay, destroyed the Spanish fleet, and took the city of Manila. Spain's power in the Philippines was forever broken by this victory.

The Island of Guam. Captain Glass in charge of the *Charleston* was ordered to take the Island of Guam. This is one of the Ladrone or Robber Islands that Magellan had visited on his trip across the Pacific.

The Salute at Guam. Captain Glass on arriving at Guam ordered a shot to be fired. No answering shot came from the Spanish fort. Instead, a message was sent by the Spanish commander apologizing that he had not returned the salute. He said that he did not have enough powder in the fort to do so. Captain



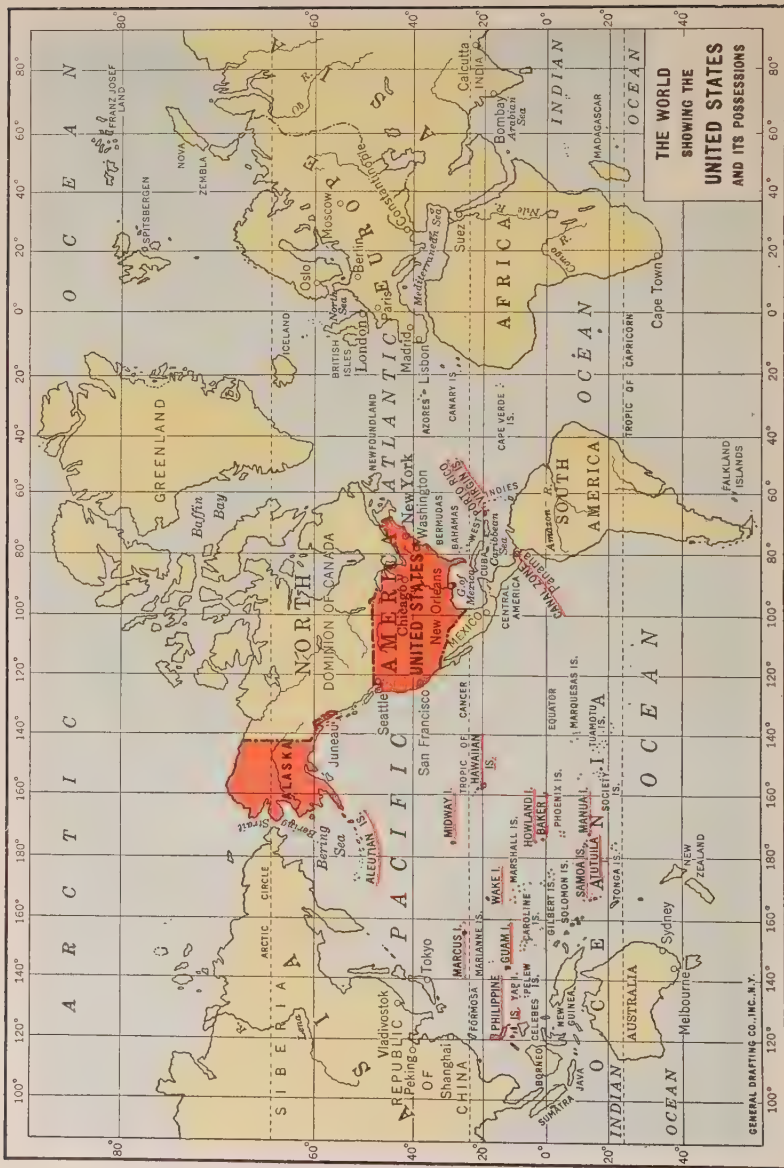
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COLONEL ROOSEVELT OF THE ROUGH
RIDERS

Glass explained that he had not saluted but that there was war in progress between Spain and the United States. The Spanish commander expressed his regrets and very sensibly surrendered.

The Cuban Campaign. Meanwhile our troops were fighting in Cuba. Perhaps the most picturesque of all our fighters were the Rough Riders under Colonel "Teddy" Roosevelt.

The Rough Riders. Roosevelt on enlisting undertook to raise a volunteer troop of cavalry. The vol-



CENTRAL DRAFTING CO., INC. N.Y.

unteers were mining men, lovers of adventure, Indians, and cowboys from the ranches of the West. Roosevelt took second place but later was promoted to the rank of colonel. The Rough Riders took part in the fight at San Juan Hill which had a share in destroying the last remains of Spain's once great power in the New World.

President Roosevelt. After the war Roosevelt again appeared in public life. He was elected Vice-President on the ticket with William McKinley. President McKinley was assassinated. Roosevelt succeeded to the first office in the land.

Roosevelt's Accomplishments. One of the lessons taught by the Spanish-American War was the need of a canal across the Isthmus of Panama. When war seemed certain the battleship *Oregon* was ordered to Florida from the Pacific coast where she had earlier been assigned. This trip took two full months. Had there been a canal through the Isthmus of Panama much less time would have been required for the voyage of the *Oregon*. A canal would have great value not only in time of war but also in time of peace. Goods could be transported at a great saving. President Roosevelt was determined that there must be an American-owned canal through the isthmus.

The Panama Canal. The building of the Panama Canal was an undertaking that might have discouraged any man. In fact a company of French engineers of great ability had tried to build a canal, but their attempt had been a sorry failure. As proof of their failure, the machinery lay there across the isthmus

rusting and going to ruin. There were plenty of difficulties to be overcome by the Americans.

The Republic of Panama. The territory through which the canal should be built belonged to Colombia. Colombia would not grant the United States the territory sought. This difficulty was surmounted in a novel way. The people on the Isthmus of Panama revolted against Colombia. They set up a republic of their own calling it the Republic of Panama. The United States was able to secure from Panama the right to build the canal. The building of the canal began.

The Canal Zone. But soon it was seen that unless something were done to make the Canal Zone a more healthful spot, the canal could not be built. A United States army doctor, Colonel Gorgas, was sent to Panama to make it a place where the work could be carried on. By draining swamps, destroying mosquitoes and other pests, and securing a plentiful supply of pure water, Gorgas made the isthmus a place where men could live and work in safety. The actual digging began in 1904. Ten years later the "big ditch" was ready. The Atlantic and the Pacific were united.

Roosevelt and Conservation. Our country is so rich in natural resources that Americans have been wasteful of the gifts of Nature. Whole forests have been cut down and nothing done to replace them. Forest fires have wiped out large areas of timber. These fires might have been prevented or the damage lessened had there been a proper forestry service.

Roosevelt set about to remedy this condition by creating forest reserves and providing a force of men to take care of these forests.

Roosevelt and Irrigation. Another problem which interested Roosevelt was the irrigation of the arid lands in the West. Experts had advised him that



THE ROOSEVELT DAM ON THE SALT RIVER, ARIZONA
Named in honor of an American who did much for irrigation

many square miles of dry and useless land could be made productive with proper irrigation. This matter was brought to the attention of the people by Roosevelt. Support was given to his measures. Vast tracts of land were soon rendered fertile. Harvests were gathered from land that had previously produced nothing but cactus. One of the greatest of all irrigation projects is well named the Roosevelt Dam.

WOODROW WILSON

The New Crisis. President Taft who had succeeded Roosevelt ran for office a second time. He was defeated. The successful candidate in the election of 1912 was Woodrow Wilson, then governor of New Jersey. Wilson's years in the White House were important ones in United States history. During his first term several important measures of great benefit to the country were passed. The first years of his second term saw us taking part in the World War.

Woodrow Wilson. The man whose task it was to lead us during these troubled years was born in Virginia in 1856. Wilson's grandparents were born in Ireland. Believing America to be the land of opportunity they came to these shores during the administration of Jefferson. They settled at first in Pennsylvania but feeling a strong urge to become real pioneers they moved to Ohio. Woodrow Wilson's father was an Ohio printer. Later he became a minister and moved to Virginia. Here Woodrow Wilson was born. He was named Thomas Woodrow Wilson but in later life he signed himself merely Woodrow Wilson.

Early Years. Wilson as a boy was shy and retiring. He was not as strong as most boys of his age. Athletics took up little of his time. Young Wilson much preferred books to exercise. One of his classmates at Princeton University describes his tastes thus, "Tommy Wilson on entering college rushed to the library. . . ."

Wilson's Many Interests. After finishing his work at college Wilson took up the study of law. He was not to make it his life work however. Wilson's tastes led him into the teaching profession. He was associated with various colleges, including his *Alma Mater*.



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WOODROW WILSON

How many American leaders have you met who at one time had been teachers?

University President. While professor at Princeton, Wilson spent much time studying history and the science of government. Some of his greatest books were written during these years. Professor Wilson's talents marked him as a leader. In time he

became president of Princeton University. His conduct as president, his forceful speeches, and splendid writings won for him renown.

Governor of New Jersey. Wilson's success as a leader in Princeton led his friends to urge him as candidate for governor of the State of New Jersey. Wilson accepted the nomination. In the election he was successful. In the administration of the office of



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THE DESTRUCTIVENESS OF MODERN WARFARE
Have others besides the enemy been driven out?

governor he was also a success. Many were wondering how the "schoolmaster in politics" would act. Wilson conducted his office so ably that his reputation reached all parts of the country. In 1912, when the Democratic Party was looking for a candidate for president, Wilson was selected.

President of the United States. The election that followed was an exciting one. Woodrow Wilson's

opponents were President Taft on the Republican ticket, and Roosevelt who was running on a third ticket. Wilson won the election. The schoolmaster who had been a governor now became president. His first term won him a second.

The World War. President Wilson had not been long in office when a terrible war broke out in Europe. All the larger countries of Europe and many of the smaller nations were involved in it. On one side were the Allies—England, France, and Russia. On the other side, the Central Powers—Germany, Austria, and Turkey. Each side had other nations in sympathy with it. Each country brought into the conflict its friends among the European nations. Within a short time Germany, Austria, and Turkey were opposed by Russia, France, Belgium, England, and Japan.

The United States and the War. From the outbreak of the war in August, 1914, President Wilson did everything to keep Americans neutral. He issued a proclamation calling upon his countrymen not to take sides in



CARDINAL MERCIER

The Belgian Cardinal whose heroism gained the plaudits of the world.

any form whatever. Whatever opinions Americans had were to be kept to themselves.

The Conduct of the War. From the beginning of hostilities Germany took the offensive. Her armies crashed across the frontiers of Belgium and France leaving terrible ruin after them. The fairest fields of France and Belgium, buildings of surpassing beauty, libraries of priceless value, and still more precious human lives were ruthlessly destroyed. Germany went a step further. Although America wanted peace, Germany forced war upon us.

AMERICA IN THE WORLD WAR

The Destruction of American Lives. Germany destroyed the lives of American citizens by torpedoing ships on which they were sailing. President Wilson sent a number of messages to Germany, hoping to force her to respect our rights and at the same time to avoid war. His efforts were unavailing. War was declared April 6, 1917.

The United States in the War. When we declared war we were only partially prepared. Our enemy was the strongest military power in the world. With the Allies things were going badly. In spite of the heroic efforts of the Allies, the Germans, far from giving up, were gaining ground. The Allies were in desperate need of help.

The Turning Point. Eighteen months later the war was over. How was this wonderful thing ac-

complished? America had entered the war and had turned the tide against Germany.

Our War Activities. The whole nation coöperated with President Wilson. First of all, ships were needed to transport men and supplies. Immediately, our ship-builders set to work to build the ships needed. As soon as one ship was launched, the keel of the next was laid. Factories for the production of war supplies, such as guns and ammunition sprang up all over the country. Before the war was over four million men were wearing the uniform of the United States. These men had to be fed and clothed. This task was gigantic. Money was raised by the various Liberty Loans. "Do your bit to win the war" was the slogan.

Welfare Work. To look after the welfare of the soldiers, the Red Cross, Knights of Columbus, Y. M. C. A., the Salvation Army, and Y. M. H. A. provided entertainment and recreation. Such support as this kept up the morale among the soldiers.



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GENERAL JOHN J. PERSHING
Commander of the American Expeditionary Forces.

The Arrival of the Americans. The Germans had made two mistakes. They did not believe that America could send troops to France except in small numbers. They were wrong. At the close of the war General Pershing, the American commander, had under his command in France nearly two million troops. The Germans made a much more serious mistake.



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MARSHAL FOCH

They did not believe that the Americans could fight. Before the Americans had been fighting a month, the Germans realized that they had made another fatal blunder.

Marshal Foch.

After America entered the war, President Wilson urged that one man should be placed in charge of all the military forces against Germany. This would insure unity of action.

The man selected

was the French Marshal Foch who declared that he would consecrate his armies to the Sacred Heart. Foch then gave the army of each of the Allies a definite task to perform. The American army had its own special work which it did magnificently.

The Germans and the Americans. The Germans met the American advance with their accustomed skill. But German skill was no match for American courage. At Belleau Wood and again at Chateau Thierry our men fought with such extraordinary bravery that the German offensive began to give way.

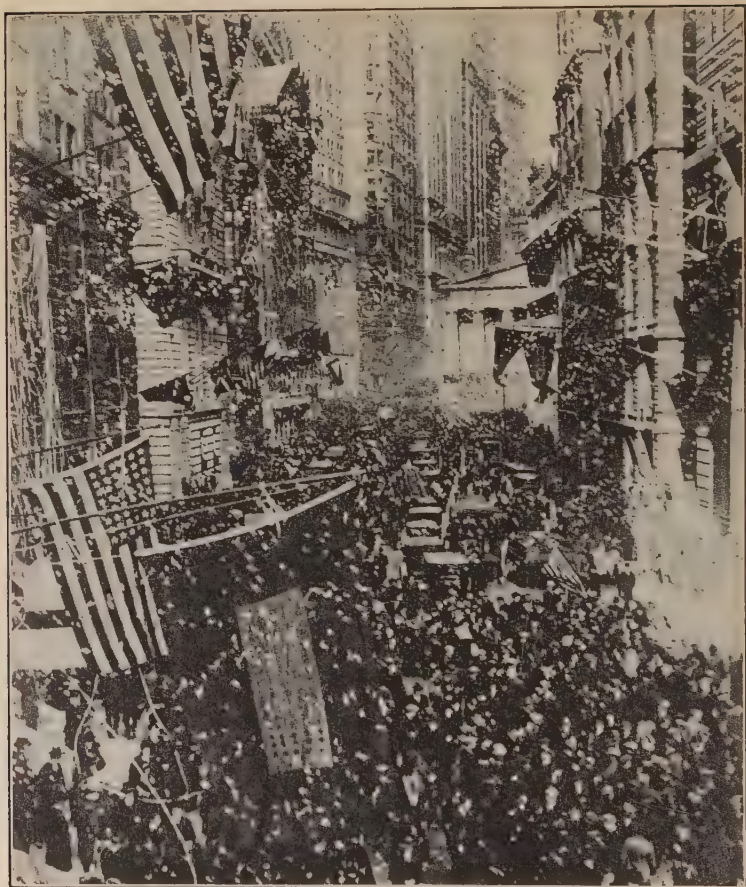


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THE AMERICANS GOING "OVER THE TOP" THROUGH
BARBED WIRE

"To make the world safe for democracy"

The Grand Assault. Marshal Foch had now learned that he could depend upon the Americans. He therefore started a great offensive led by our troops and his own. From that time one victory followed another until the German people themselves realized that they could not win. November 11, 1918, the Germans agreed to an armistice. Foch imposed severe terms which the Germans had to accept. The war



ARMISTICE DAY IN NEW YORK

Millions of pieces of paper fell like snowflakes to celebrate the end of the war. Flags were everywhere and the streets were choked with people celebrating the return of peace. Business was suspended while one and all rejoiced.

was over. Germany's power was broken. The German Kaiser was forced to give up his throne and run away from his own country into Holland. America had turned the tide.

The Peace Conference. A peace treaty was signed at Versailles, near Paris. America had not gone into the war to win territory or indeed to win anything else, but only to defend our rights which Germany had repeatedly violated. President Wilson at the peace conference hoped that something might be done to guard against future wars and to insure universal peace. The famous League of Nations proposal was made for this reason. The League of Nations is now in operation although the United States does not belong to it. It will, no doubt, have some influence in settling disputes among nations.

FACTS TO KEEP IN MIND

1. Our country is always in need of good and great men in positions of trust.
2. We should begin now to take an interest in public affairs and in public men.
3. Roosevelt by extreme care built up his health and was able to take an active part in politics.
4. In 1898 the United States went to war with Spain. Victories in Cuba and Manila destroyed the last of Spain's once great empire.
5. In 1914 the World War began. The principal opponents were England, France, Belgium, and Italy on one side, on the other Germany, Austria, and Tur-

key. Germany, by disregarding our rights involved us in the War in 1917.

6. Woodrow Wilson was the war President who guided us during these dangerous times.

7. November 11, 1918, the war ended. The United States played an important part in the defeat of Germany.

PROJECTS, PROBLEMS, AND POINTS FOR DISCUSSION

1. How did Roosevelt's earlier experiences help to make him a good President?

2. On an outline map of the world mark the territory acquired by the United States after the Spanish-American War.

3. Try to find out how much longer it would take a ship to reach California by sailing around Cape Horn than by using the Panama Canal.

4. Do you think that Wilson, the "schoolmaster in politics," was a great man? What reasons have you for your opinion?

5. What is the meaning of the expressions "League of Nations" and "World Court"?

6. Make a list of the ways in which the United States helped to win the World War.

CHAPTER XXI

PRESENT DAY AMERICANS

Change of Presidents. When President Wilson's second term was over he retired to private life. His health however was not good. Worn out by worry and anxiety he became seriously ill and died. In the meantime a national election had taken place. President Wilson's party, the Democratic Party, was defeated. Warren G. Harding and Calvin Coolidge were elected President and Vice-President on the Republican ticket. President Harding died before completing his term of office. Coolidge then succeeded him as President. At the end of his term, Coolidge was reelected President. It was during President Coolidge's administration that the Eucharistic Congress was held in Chicago.

The Eucharistic Congress. Religion, which had so large a share in the discovery of America, is of great importance in American life. The Eucharistic Congress showed this. In the City of Chicago, in 1926, people from every part of the United States and from every country in the world came to kneel before our Lord in the Blessed Sacrament. This mighty gathering was the Twenty-eighth Eucharistic Congress. Nothing like this had ever before been seen in this country. Old people and children, nuns, priests, bishops, and cardinals adored our Eucharistic Lord.

The Great Days. The children who took part will always remember the day set apart for them. In the great Stadium at Chicago, an "open air Cathedral," 60,000 children gathered to sing the Mass. They made a lovely picture in their white and yellow costumes. More than 100,000 older people were there to assist. There was also a day for the women. The men will always remember their own gathering. They came to the Stadium, an army of 200,000, to attend Benediction and to take the Holy Name Pledge: *Blessed Be God, The Father, Son, and Holy Ghost. . . . All Lawfully Constituted Authority I Respect and Promise to Obey.*

The Closing of the Congress. The pilgrims to the Congress gathered at Mundelein, just outside the City of Chicago. A procession of the Blessed Sacrament was formed. The procession was three miles long. It was the final public prayer of the pilgrims. Truly the Eucharistic Congress was a tremendous act of faith, a mighty expression of love.

The Campaign of 1928. In the presidential election of 1928 Herbert Hoover was nominated by the Republicans and Alfred E. Smith by the Democrats. The campaign was an exciting one. People listened eagerly to the speeches of the candidates. The radio made it possible for many people to do this. Election Day came and Herbert Hoover was elected although Governor Smith's popular vote was one of the largest ever given to any candidate. Herbert Hoover has had much experience in the management of great enterprises. In

him (the thirty-first-president of the United States), the country has an able leader.

Pioneers and Patriots of America. This book has told you something about the outstanding Pioneers and Patriots of America. The complete story could not be told in a single book because every good citizen is a patriot. Those you have read about are they who have done great things for America. What a splendid story it is beginning more than four hundred years ago, with the voyage of Christopher Columbus and his ship named in honor of the Mother of God.

RECREATION FOR LEISURE HOURS

1. Make a list of the ten events in American history that stand out most vividly in your mind. Compare your list with lists made by your friends.

2. Name the ten men you consider most important in American history. Give reasons for your choice.

3. Make a list of the ships mentioned in this book. Arrange the names in chronological order. Tell or write the story connected with each ship. Place a picture of each ship with its story.

4. How many famous speeches are mentioned in this book? Which one seems most interesting to you? Give reasons for your answers. Try to get pictures of the persons who made the speeches and the places where the speeches were made.

5. It is said that American history may be read in poetry. What poems would you suggest for such history? Arrange the poems in the order of the events they describe. Show that the poems really describe events in American history. Which of the poems do you know by heart?

6. Arrange the pictures in your scrap book according to the titles of the chapters of this book.

7. Make a list of the famous sayings quoted in this book. Describe the circumstances under which they

were said. Commit to memory the sayings you admire most.

8. Some of the best loved Americans were known by pet names. Make a list of famous American pet names and tell the real names of their owners.

9. Name all the patriotic songs you know. Describe the events that led to the writing of the songs.

10. Name five characters in American History who are good examples of perseverance. How did they show this characteristic?

11. Make a list of the places of historical interest in your town. Write as to a visitor in your town a brief account of each historical spot, that will make the visitor want to visit the spot.

12. Plan an entertainment to show the chief events in American History. Be sure that the music on the program is historical as well as the events.

13. Make a list of the presidents of the United States. Try to write verses bringing in their names in chronological order. Get your parents to write verses, too.

14. Write an outline for a scenario using some events in American History for your background.

15. Name ten characters in American History noted for moral courage. Give specific instances where they showed this courage. Compare your list with lists made by your parents.

16. Make a list of the places of historical interest in the United States that you would like to visit. What would you expect to see on your visit? If

you have pictures of these places put them with your answers.

17. Are there any streets in your city named for famous Americans? If so, list the streets. If not, make a list of historical names that might be given to new streets laid out in your city.

18. Name the ten dates you consider most important in American History. Give reasons for your choice.

19. Write a brief history of the United States. Illustrate it with pictures from your scrap book.

20. Write twenty original questions, the answers to which will cover the most important events in the history of the United States.

21. Make up games in American History to play with your classmates in school and with your other friends at home. One game might be the old game of twenty questions applied to history. One child goes out of the room, the other children choose a date, person, place, event, or a thing of historical interest. The one who is "it" then asks questions to find out what the others have chosen. The questions must be answered only by "yes" or "no." If the child finds out in twenty questions what the others have chosen, he wins. Another game is to put up pictures of persons and events without having their names attached to them. Let the children write on a numbered card the names corresponding to the pictures. The one who has the most correct wins the game and gets the prize.

TABLE OF THE PRESIDENTS

No.	PRESIDENTS	STATE	TERM OF OFFICE	BY WHAT PARTY ELECTED
1	George Washington	Virginia	Two terms; 1789-1797	All the people
2	John Adams	Massachusetts	One term; 1797-1801	Federalists
3	Thomas Jefferson	Virginia	Two terms; 1801-1809	Republicans (Democrats)
4	James Madison	Virginia	Two terms; 1809-1817	"
5	James Monroe	Virginia	Two terms; 1817-1825	"
6	John Quincy Adams	Massachusetts	One term; 1825-1829	House of Representatives
7	Andrew Jackson	Tennessee	Two terms; 1829-1837	Democrats
8	Martin Van Buren	New York	One term; 1837-1841	Democrats
9	William H. Harrison	Ohio	One month; 1841	Whigs
10	John Tyler	Virginia	3 yrs. 11 mos.; 1841-1845	Whigs
11	James K. Polk	Tennessee	One term; 1845-1849	Democrats
12	Zachary Taylor	Louisiana	1 yr. 4 mos.; 1849-1850	Whigs
13	Millard Fillmore	New York	2 yrs. 8 mos.; 1850-1853	Whigs
14	Franklin Pierce	New Hampshire	One term; 1853-1857	Democrats
15	James Buchanan	Pennsylvania	One term; 1857-1861	Democrats
16	Abraham Lincoln	Illinois	One term and 6 wks.; 1861-1865	Republicans
17	Andrew Johnson	Tennessee	3 yrs. 10 1/2 mos.; 1865-1869	Republicans
18	Ulysses S. Grant	Illinois	Two terms; 1869-1877	Republicans
19	Rutherford B. Hayes	Ohio	One term; 1877-1881	Republicans
20	James A. Garfield	Ohio	6 mos. 15 dys.; 1881	Republicans
21	Chester A. Arthur	New York	3 yrs. 5 mos. 15 dys.; 1881-1885	Republicans
22	Grover Cleveland	New York	One term; 1885-1889	Democrats
23	Benjamin Harrison	Indiana	One term; 1889-1893	Republicans
24	Grover Cleveland	New York	One term; 1893-1897	Democrats
25	William McKinley	Ohio	One term and 6 mos. of 2d; 1897-1901	Republicans
26	Theodore Roosevelt	New York	{ 3 yrs. 6 mos., 1st term; 1901-1905 } 2d term, 1905-1909	Republicans
27	William H. Taft	Ohio	One term, 1909-1913	Republicans
28	Woodrow Wilson	New Jersey	Two terms; 1913-1921	Democrats
29	Warren G. Harding	Ohio	2 yrs. 5 mos.; 1921-1923	Republicans
30	Calvin Coolidge	Massachusetts	5 yrs., 7 mos.; 1923-1929	Republicans
31	Herbert Hoover	Iowa		Republicans

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